

2026 - YEAR 11 & 12 SUBJECT SELECTION HANDBOOK

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Details of Vocational Education and Training (VET) nationally recognised certificate courses offered at Mountain Creek State High School are found separately on the school website, see:

<https://mountaincreekshs.eq.edu.au/curriculum/senior-secondary/vocational-education-and-training>

Queensland Certificate of Education (QCE)

For students completing Year 12 from 2020



About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



QCE requirements

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Subjects and courses

A wide range of subjects and courses can contribute credits to a QCE.

Most students will study six subjects/courses in Years 11 and 12. Many choose to include VET courses as part of their QCE pathway and some choose to extend their learning with university subjects or other recognised courses.

The flexibility of the QCE means that students can choose a pathway to suit their goals.

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

● **QCAA General subjects — Core category of learning**

General subjects prepare students for tertiary study, further education and training and work. They contribute **up to four credits per subject** to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension.

● **QCAA Applied subjects — Core category of learning**

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute **up to four credits per subject** to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

● **QCAA Short Courses — Preparatory or Complementary category of learning, depending on course**

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute **one credit to a QCE**, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

● **Vocational education and training (VET) — Core, Preparatory or Complementary category of learning, depending on course**

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation.

VET can also lead to further education and training and may contribute **up to eight credits per course** to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

● **Other courses — Core, Preparatory or Complementary category of learning, depending on course**

Other courses allow students to study a particular area of interest, through recognised certificates and awards, or university subjects studied while at school. QCE credit and ATAR eligibility will vary, depending on the course. Non-Queensland studies such as the International Baccalaureate or courses completed interstate are also included in this category.

Assessment

How students are assessed in Years 11 and 12 depends on what they study.

● **QCAA General subjects**

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

● **QCAA Applied subjects**

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools).

● **QCAA Short Courses**

Short Courses have two internal assessments (set and marked by schools).

● **VET**

VET assessment will vary, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

● **Other courses**

Assessment in other courses will vary, depending on the course.

Access arrangements and reasonable adjustments

Access arrangements and reasonable adjustments (AARA) are for students who may have disability, impairment and/or medical conditions or experience circumstances that may be a barrier to their performance in assessment. If you think your child may need AARA to complete assessments, please talk to their school.

Tertiary entrance

The Australian Tertiary Admission Rank (ATAR) is used to select school leavers for tertiary entrance. The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

The Queensland Tertiary Admissions Centre (QTAC) calculates and issues ATARs for Year 12 students. You will find more information on its website: www.qtac.edu.au.

Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program. To be eligible, students must have an impairment or difficulty in learning that is not primarily due to socioeconomic, cultural or linguistic factors.

Results and reporting

A student's final subject results and QCE can be accessed in the Student Portal via the myQCE website in December – at the end of Year 12.

More information

myqce.qcaa.qld.edu.au

The myQCE website provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

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Senior Syllabus subjects offered

GENERAL SUBJECTS	APPLIED SUBJECTS
Ancient History Biology Business Chemistry Dance Design Digital Solutions Drama Economics Engineering English Film, Television & New Media General Mathematics Geography Health Japanese Legal Studies Literature Marine Science Mathematical Methods Modern History Music Music Extension (Unit 3 and 4 only) Physical Education Psychology Physics Spanish Specialist Mathematics Visual Art English & Literature Extension (Unit 3 & 4 only)	Essential English Essential Mathematics Aquatic Practices Business Studies Drama in Practice Fashion Information and Communication Technology Music in Practice Social and Community Studies Sport and Recreation Visual Arts in Practice

VOCATIONAL EDUCATION & TRAINING (VET)

Details of Vocational Education and Training (VET) nationally recognised certificate courses offered at Mountain Creek State High School are found separately on the school website, see:

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General Subjects	
Ancient History	At least a C level of achievement in Year 10 Modern History, Ancient History or Geography. At least a C level of achievement in Year 10 English.
Biology	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Year 10 Science.
Business	At least a B level of achievement in Year 10 English.
Chemistry	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Year 10 Science.
Dance	At least a C level of achievement in Year 10 Dance or Year 10 English.
Design	At least a B level of achievement in Year 10 English. It is an advantage to have successfully studied Design Concepts or Art in Year 9 and 10.
Digital Solutions	At least a C level of achievement in Year 10 English and a C in Year 10 Maths or Maths Extension.
Drama	At least a C level of achievement in Year 10 Drama or Year 10 English.
Economics	At least a C level of achievement in Year 10 Economics or B in Year 10 English and C in Year 10 Maths or Maths Extension
Engineering	At least a B level of achievement in Year 10 English, Maths and Science. It is a distinct advantage to have successfully studied Engineering Concepts in Year 9 and 10.
English	At least a C level of achievement in Year 10 English.
English & Literature Extension	Year 12 only. Students must be currently studying either General English or Literature (and already have completed two semesters of this subject in Year 11). Students will be invited to the course or may nominate. A strong aptitude for English is a pre-requisite.
Film, Television & New Media	At least a C level of achievement in Year 10 English.
General Mathematics	At least a C level of achievement in Year 10 Maths or Maths Extension.
Geography	At least a C level of achievement in Year 10 Modern History, Ancient History or Geography and at least a C level of achievement in Year 10 English.
Health Education	At least a B level of achievement in Year 10 English or preparatory Health.
Japanese	At least a B level of achievement in Year 10 Japanese.
Legal Studies	At least a B level of achievement in Year 10 English.
Literature	At least a C level of achievement in Year 10 English
Mathematical Methods	At least a C level of achievement in Year 10 Maths Extension or an A in Year 10 Maths
Marine Science	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Science.
Modern History	At least a C level of achievement in Year 10 Modern History, Ancient History or Geography and at least a C level of achievement in Year 10 English.
Music	At least a C level of achievement in Year 10 Music and Year 10 English or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition. Test and/or audition may be required.
Music Extension	Students must be currently studying the parent general subject Music (and already have completed two units of this subject in Year 11). Performance students undertaking this course are encouraged to seek private tuition on their chosen instrument/voice.

Physical Education	At least a B level of achievement in Year 10 English. It is a distinct advantage to have successfully studied Year 10 Physical Education or sport specific subject.
Physics	At least a B level of achievement in a Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) and at least a C level of achievement in Extension Maths.
Psychology	At least a B level of achievement in Year 10 Psychology, any Year 10 Prep Science OR minimum of an A in General Science
Spanish	At least a B level of achievement in Year 10 Spanish.
Specialist Mathematics	At least a B level of achievement in Year 10 Maths Extension and must also enrol in Mathematical Methods in Year 11.
Visual Art	At least a C level of achievement in Year 10 Art or Year 10 English.
Applied Subjects	
Music in Practice	At least a C level of achievement in Year 10 Music or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition (Midi-based recording requires music reading ability and keyboard work).
Sport and Recreation (Rugby League Strand)	By invitation only. At least a B level of achievement in Year 10 Rugby League Development Program. A commitment to work in both theoretical and practical situations.

Faculty	ENGLISH FACULTY																											
Subject name	English																											
Subject code	ENG																											
Subject type	General Subject																											
Prerequisites	At least a C level of achievement in Year 10 English.																											
Course overview	<p>This course is essentially a study of how texts shape and reflect the world in which we live. Students enrolling in this course will be required to read a number of texts including novels and plays in their own time. It is a rigorous course which requires wide reading and regular engagements with news and current affairs. A minimum 30 minutes homework per day is expected to achieve satisfactorily in this course</p> <p>Students may choose to study English instead of Literature or as well as Literature. Students who are more analytical than creative may find that this is the more appropriate English course.</p> <p>A sound result in either General English or Literature is recommended or required for most Bachelor Degree courses at university. Remember to check the QTAC Year 10 Guide for a list of subject pre-requisites.</p>																											
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Subject name	Literature																										
Subject code	LIT																										
Subject type	General Subject																										
Prerequisites	At least a C level of achievement in Year 10 English																										
Course overview	<p>Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Students may choose to study Literature instead of English or as well as English. Students who are more creative than analytical may find that this is the more appropriate English course.</p> <p>A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</p> <p>Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.</p> <p>A sound result in either General English or Literature is recommended or required for most Bachelor Degree courses at university. Remember to check the QTAC Year 10 Guide for a list of subject pre-requisites.</p>																										
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Subject name	Essential English																																										
Subject code	ENE																																										
Subject type	Applied Subject																																										
Prerequisites	Nil																																										
Course overview	<p>The study of Essential English is a two year course, designed for students who need to develop their basic literacy skills. Students will learn through real-life and life-like activities.</p> <p>Students will cover four units over the two year course, related to the areas of Work, Community and Leisure.</p>																																										
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Subject code	FTM																													
Subject type	General Subject																													
Prerequisites	At least a C level of achievement in Year 10 English.																													
Course overview	<p>Film, Television & New Media is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 are studied in Y11; 3 and 4 are studied in Y12.</p> <p>Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3.</p>																													
Course outline	<p>Subject matter in Film, Television & New media is organised by key concepts and guiding inquiry questions. The inquiry questions below frame each unit.</p> <table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Foundation<ul style="list-style-type: none">TechnologiesInstitutionsLanguages</td><td>Stories<ul style="list-style-type: none">RepresentationsAudiencesLanguages</td><td>Participation<ul style="list-style-type: none">TechnologiesAudiencesInstitutions</td><td>Artistry<ul style="list-style-type: none">TechnologiesRepresentationsLanguages</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Foundation <ul style="list-style-type: none">TechnologiesInstitutionsLanguages	Stories <ul style="list-style-type: none">RepresentationsAudiencesLanguages	Participation <ul style="list-style-type: none">TechnologiesAudiencesInstitutions	Artistry <ul style="list-style-type: none">TechnologiesRepresentationsLanguages																		
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Subject name	English & Literature Extension		
Subject code			
Subject type	General Subject (Year 12 only)		
Prerequisites	Year 12 only. Students must be currently studying either General English or Literature (and already have completed two semesters of this subject in Year 11). Students will be invited to the course or may nominate. A strong aptitude for English is a pre-requisite.		
Course outline	To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.		
	Unit 3		Unit 4
	Ways of reading <ul style="list-style-type: none"> • Readings and defences • Defence of a complex transformation 		Exploration and evaluation <ul style="list-style-type: none"> • Extended academic research paper • Theorised exploration of texts
Assessment	Unit 3		Unit 4
	Summative internal assessment 1 (IA1): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper
	Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response

Faculty	MATHEMATICS FACULTY																															
Subject name	Mathematics General																															
Subject code	MAG																															
Subject type	General Subject																															
Prerequisites	At least a C level of achievement in Year 10 Maths or Maths Extension.																															
Course overview	<p>Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship.</p> <p>Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.</p> <p>Students are expected to exhibit self-motivation and to study at least 1-2 hours per week outside class time.</p>																															
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Subject name	Mathematical Methods																															
Subject code	MAM																															
Subject type	General Subject																															
Prerequisites	At least a C level of achievement in Year 10 Maths Extension or an A in Year 10 Maths																															
Course overview	<p>In mathematical methods, advanced mathematical skills are developed which form the basis for further study in mathematics. Advances in technology have not only resulted in an increased need for, and use of these mathematical skills in traditional careers of engineering or the natural or physical sciences, but also as tools in fields as diverse as business, psychology, computer science, medical and health sciences and education. Students who undertake Mathematical Methods will see the connections between mathematics and other innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.</p> <p>Students are expected to exhibit self-motifation and to study at least 2-3 hours per week outside class time. A graphics calculator is mandatory and is available on lease or to purchase from the student administration.</p>																															
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Subject name	Mathematics Specialist																																						
Subject code	MAS																																						
Subject type	General Subject																																						
Prerequisites	At least a B level of achievement in Year 10 Maths Extension and must also enrol in Mathematical Methods in Year 11.																																						
Course overview	<p>In Specialist Mathematics students are given the opportunity to develop their true mathematical potential and extend the knowledge acquired in Mathematical Methods. The additional rigour and structure of the mathematics required in Specialist Mathematics will equip students with valuable skills and provide an excellent preparation for further study of Mathematics.</p> <p>Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.</p> <p>The study of Specialist Mathematics is recommended for students pursuing careers in Medicine, Engineering, Computer Science, Finance and Economics, as well as those students who genuinely enjoy mathematics as a subject.</p> <p>Students are expected to exhibit self-motivation and to study at least 2-3 hours per week outside class time. A graphics calculator is essential and is available on lease or purchase from the student administration.</p>																																						
Course outline	<p>Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.</p> <table border="1"> <thead> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> </thead> <tbody> <tr> <td> Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices </td><td> Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations </td><td> Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices </td><td> Further calculus and statistical inference <ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference </td></tr> </tbody> </table>			Unit 1	Unit 2	Unit 3	Unit 4	Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference 																												
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Subject name	Mathematics Essential																																		
Subject code	MAE																																		
Subject type	Applied Subject																																		
Prerequisites	Nil																																		
Course overview	<p>Essential Mathematics provides opportunities for students to improve their numeracy skills to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge, skills and communication.</p> <p>Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.</p> <p>Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.</p> <p>Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.</p>																																		
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Faculty	SCIENCE FACULTY																													
Subject name	Biology																													
Subject code	BIO																													
Subject type	General Subject																													
Prerequisites	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Year 10 Science.																													
Course overview	<p>Biology provides opportunities for students to explore and understand living systems. They learn and apply the core knowledge and skills of the discipline, including scientific thinking, experimentation, problem-solving, and research, to understand how biology operates and impacts society. Students develop a sense of wonder and curiosity about life, a respect for living organisms and the environment, and a deeper understanding of biological systems, concepts, theories, and models. They also appreciate how biological knowledge has developed over time and continues to evolve, and how it shapes and is shaped by society.</p> <p>Throughout the course, students plan and conduct fieldwork, laboratory investigations, and other research tasks. They interpret evidence and evaluate claims using sound, evidence-based reasoning. They also communicate their findings, arguments, and conclusions using appropriate scientific representations, modes, and genres.</p> <p>A course of study in Biology builds a strong foundation for further study or careers in medicine, forensics, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and sustainability.</p>																													
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Subject name	Chemistry																													
Subject code	CHM																													
Subject type	General Subject																													
Prerequisites	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Year 10 Science.																													
Course overview	<p>Chemistry is the study of the properties and structure of materials and interactions between substances. Students learn and apply the core knowledge and skills of the discipline, including scientific thinking, experimentation, problem-solving, and research, to understand how chemistry operates and how it impacts society. They develop an appreciation for the relevance and usefulness of chemistry in everyday life and explore how chemical knowledge, theories, models, and systems have evolved and continue to shape technological and societal advancements.</p> <p>Throughout the course, students develop their expertise in conducting scientific investigations. They plan and carry out experiments, analyse data, and interpret evidence to evaluate scientific claims. They apply logical and ethical reasoning to draw informed, evidence-based conclusions and communicate their understanding using appropriate scientific representations, terminology, and nomenclature.</p> <p>A course of study in Chemistry builds a strong foundation for further study or careers in forensic science, environmental science, engineering, medicine, pharmacy, sports science, and many other science and technology-related fields.</p>																													
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Chemical fundamentals — structure, properties and reactions<ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions —reactants, products and energy change</td><td>Molecular interactions and reactions<ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions</td><td>Equilibrium, acids and redox reactions<ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction</td><td>Structure, synthesis and design<ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions —reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design																		
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Subject name	Physics																													
Subject code	PHY																													
Subject type	General Subject																													
Prerequisites	At least a B level of achievement in a Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) and at least a C level of achievement in math.																													
Course overview	<p>Physics provides opportunities for students to explore both classical and modern understandings of the universe. They learn and apply the core knowledge and skills of the discipline, including scientific thinking, experimentation, problem-solving, and research, to explain and predict how matter and energy interact across a range of physical systems and scales. Students develop an appreciation for the role physics plays in advancing society, technology, and our understanding of the natural world.</p> <p>Throughout the course, students investigate physical phenomena, plan and conduct experiments, and collect and analyse data. They use accurate measurement, critical reasoning, and valid, reliable evidence to evaluate scientific claims. Students also refine and apply models and theories, communicate their findings using appropriate representations and scientific language, and approach problems with scepticism and intellectual rigour.</p> <p>A course of study in Physics builds a strong foundation for further study or careers in science, engineering, medicine, technology, and related fields.</p>																													
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Subject name	Marine Science																													
Subject code	MRN																													
Subject type	General Subject																													
Prerequisites	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Science.																													
Course overview	<p>Marine Science is the study of the marine environment and the biological, chemical, physical, and human interactions that influence ocean systems. Students learn and apply the core knowledge and skills of the discipline, including scientific thinking, experimentation, problem-solving, and research, to understand how marine ecosystems function and how they are affected by environmental change and human activity. They develop an appreciation for the complexity and importance of ocean systems and explore how scientific knowledge, models, and theories guide marine conservation and resource management.</p> <p>Throughout the course, students develop their expertise in conducting scientific investigations and fieldwork. They plan and carry out experiments and surveys, analyse data, and interpret evidence to evaluate environmental claims and sustainability practices. They apply ethical and systems thinking to consider future challenges and solutions for ocean health and communicate their findings using appropriate scientific language, representations, and modes.</p> <p>A course of study in Marine Science builds a strong foundation for further study or careers in marine biology, oceanography, aquaculture, environmental science, conservation, maritime industries, and sustainability-focused professions.</p>																													
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Oceanography<ul style="list-style-type: none">An ocean planetThe dynamic shore</td><td>Marine biology<ul style="list-style-type: none">Marine ecology and biodiversityMarine environmental management</td><td>Marine systems — connections and change<ul style="list-style-type: none">The reef and beyondChanges on the reef</td><td>Ocean issues and resource management<ul style="list-style-type: none">Oceans of the futureManaging fisheries</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Oceanography <ul style="list-style-type: none">An ocean planetThe dynamic shore	Marine biology <ul style="list-style-type: none">Marine ecology and biodiversityMarine environmental management	Marine systems — connections and change <ul style="list-style-type: none">The reef and beyondChanges on the reef	Ocean issues and resource management <ul style="list-style-type: none">Oceans of the futureManaging fisheries																		
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Subject Name	Aquatic Practices											
Subject code	AQP											
Subject type	Applied Subject											
Prerequisites	Nil											
Course overview	<p>Aquatic Practices is an Applied senior subject which is vocationally oriented and allows students to participate in activities inside and outside the classroom. Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems. Students have opportunities to learn about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways. Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.</p> <p>For this course, we have selected a combination of units that offer students a rich blend of practical experiences and theoretical understanding, reflecting the diverse and applied nature of aquatic industries. The chosen units provide opportunities to explore navigation, fishing practices, marine vessels, and sustainable use of aquatic environments, aligning closely with both vocational pathways and real-world applications.</p>											
Course outline	<table><tr><th>Unit option</th><th>Unit title</th></tr><tr><td>Unit option B</td><td>Coastlines and navigation</td></tr><tr><td>Unit option C</td><td>Recreational and commercial fishing</td></tr><tr><td>Unit option E</td><td>Using the aquatic environment</td></tr><tr><td>Unit option F</td><td>Marine vessels</td></tr></table>		Unit option	Unit title	Unit option B	Coastlines and navigation	Unit option C	Recreational and commercial fishing	Unit option E	Using the aquatic environment	Unit option F	Marine vessels
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Unit option C	Recreational and commercial fishing											
Unit option E	Using the aquatic environment											
Unit option F	Marine vessels											
Assessment	<p>Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:</p> <table><tr><th>Technique</th><th>Description</th><th>Response requirements</th></tr><tr><td>Applied investigation</td><td>Students investigate a research question by collecting, analysing and interpreting primary or secondary information.</td><td>One of the following:<ul style="list-style-type: none">Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital mediaWritten: up to 1000 words</td></tr><tr><td>Practical project</td><td>Students use practical skills to complete a project in response to a scenario.</td><td>Completed project One of the following:<ul style="list-style-type: none">Product: 1Performance: up to 4 minutesDocumented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</td></tr></table>		Technique	Description	Response requirements	Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none">Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital mediaWritten: up to 1000 words	Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none">Product: 1Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	
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Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none">Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital mediaWritten: up to 1000 words										
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Faculty	HUMANITIES			
Subject name	Modern History			
Subject code	MHS			
Subject type	General Subject			
Prerequisites	At least a C level of achievement in Year 10 Modern History, Ancient History or Geography and at least a C level of achievement in Year 10 English.			
Course overview	Senior Modern History focuses ideas, movements, events and people which have shaped our world since the French Revolution. Through Modern History students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations.			
Course outline				
	<div>Unit 1</div> <div>Ideas in the Modern World<ul style="list-style-type: none">French Revolution.Meiji Revolution (Japan)</div>	<div>Unit 2</div> <div>Movements in the Modern World<ul style="list-style-type: none">Australian Indigenous MovementCivil Rights in America</div>	<div>Unit 3</div> <div>National experiences in the Modern World<ul style="list-style-type: none">GermanyChina</div>	<div>Unit 4</div> <div>International experiences in the Modern World<ul style="list-style-type: none">Australian engagement with AsiaCold War</div>
Assessment	Unit 1		Unit 2	
	Formative assessment 1 (mock EA): <ul style="list-style-type: none">Examination — short response		Formative internal assessment 3 (FIA3): <ul style="list-style-type: none">Investigation	
	Formative internal assessment 2 (FIA2): <ul style="list-style-type: none">Investigation		Formative internal assessment 4 (FIA1): <ul style="list-style-type: none">Examination - extended response	
	Unit 3		Unit 4	
	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Examination — extended response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Investigation	25%
	Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Investigation	25%	Summative external assessment (EA): Examination — short response	25%

Subject name	Ancient History																																										
Subject code	AHS																																										
Subject type	General Subject																																										
Prerequisites	At least a C level of achievement in Year 10 Modern History, Ancient History or Geography. At least a C level of achievement in Year 10 English.																																										
Course overview	Senior Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.																																										
Course outline	<table> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> <tr> <td> Investigating the Ancient World <ul style="list-style-type: none"> Digging up the past Funerary rites and beliefs </td><td> Personalities in their time <ul style="list-style-type: none"> Personality Study: Alexander the Great Personality Study: Hannibal Barca </td><td> Reconstructing the Ancient World <ul style="list-style-type: none"> Fifth Century Athens Early Imperial Rome: The Julio-Claudians </td><td> People, power and authority <ul style="list-style-type: none"> Ancient Greece — the Persian Wars Ancient Rome — Julius Caesar </td></tr> </table>			Unit 1	Unit 2	Unit 3	Unit 4	Investigating the Ancient World <ul style="list-style-type: none"> Digging up the past Funerary rites and beliefs 	Personalities in their time <ul style="list-style-type: none"> Personality Study: Alexander the Great Personality Study: Hannibal Barca 	Reconstructing the Ancient World <ul style="list-style-type: none"> Fifth Century Athens Early Imperial Rome: The Julio-Claudians 	People, power and authority <ul style="list-style-type: none"> Ancient Greece — the Persian Wars Ancient Rome — Julius Caesar 																																
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Subject name	Geography																																										
Subject code	GEG																																										
Subject type	General Subject																																										
Prerequisites	At least a C level of achievement in Year 10 Modern History, Ancient History or Geography and at least a C level of achievement in Year 10 English.																																										
Course overview	In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effect on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales.																																										
Course outline	<table> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> <tr> <td> Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones </td><td> Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing challenges facing a megacity </td><td> Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations </td><td> Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change </td></tr> </table>			Unit 1	Unit 2	Unit 3	Unit 4	Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change 																																
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Subject name	Social and Community Studies														
Subject code	SCS														
Subject type	Applied Subject														
Prerequisites	Nil														
Course overview	Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens. Social														
Course outline	<table><tr><th>Unit option</th><th>Unit title</th></tr><tr><td>Unit 1 Option D</td><td>Legal and digital citizenship</td></tr><tr><td>Unit 2 Option C</td><td>Relationships and work environments</td></tr><tr><td>Unit 3 Option F</td><td>Arts and identity</td></tr><tr><td>Unit 4 Option A</td><td>Lifestyle and financial choices</td></tr></table>			Unit option	Unit title	Unit 1 Option D	Legal and digital citizenship	Unit 2 Option C	Relationships and work environments	Unit 3 Option F	Arts and identity	Unit 4 Option A	Lifestyle and financial choices		
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Subject name	Psychology																																						
Subject code	PSY																																						
Subject type	General Subject																																						
Prerequisites	At least a B level of achievement in Year 10 Psychology, any Year 10 Prep Science OR minimum of an A in General Science																																						
Course overview	<p>Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Psychology aims to develop students':</p> <ul style="list-style-type: none"> • interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues • appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour • understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations • ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence • ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence • ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres. 																																						
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Faculty	BUSINESS FACULTY																																																		
Subject name	Economics																																																		
Subject code	ECN																																																		
Subject type	General Subject																																																		
Prerequisites	At least a C level of achievement in Year 10 Economics or B in Year 10 English and C in Year 10 Maths or Maths Extension																																																		
Course overview	Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.																																																		
Course outline	<table border="1"> <thead> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> </thead> <tbody> <tr> <td> Markets and models <ul style="list-style-type: none"> The basic economic problem Economic flows Market forces </td><td> Modified markets <ul style="list-style-type: none"> Markets and efficiency Case options of market measures and strategies </td><td> International economics <ul style="list-style-type: none"> International trade Global economic issues </td><td> Contemporary macroeconomics <ul style="list-style-type: none"> Macroeconomic objectives and theory Economic indicators and past budget stances Economic management </td></tr> </tbody> </table>			Unit 1	Unit 2	Unit 3	Unit 4	Markets and models <ul style="list-style-type: none"> The basic economic problem Economic flows Market forces 	Modified markets <ul style="list-style-type: none"> Markets and efficiency Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> International trade Global economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> Macroeconomic objectives and theory Economic indicators and past budget stances Economic management 																																								
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Subject name	Business																																										
Subject code	BUS																																										
Subject type	General Subject																																										
Prerequisites	At least a B level of achievement in Year 10 English.																																										
Course overview	<p>Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.</p> <p>The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.</p>																																										
Course outline	<table> <tr> <th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr> <tr> <td> Business creation <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas </td><td> Business growth <ul style="list-style-type: none"> Establishment of a business Entering markets </td><td> Business diversification <ul style="list-style-type: none"> Competitive markets Strategic development </td><td> Business evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business </td></tr> </table>			Unit 1	Unit 2	Unit 3	Unit 4	Business creation <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	Business growth <ul style="list-style-type: none"> Establishment of a business Entering markets 	Business diversification <ul style="list-style-type: none"> Competitive markets Strategic development 	Business evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business 																																
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Subject name	Business Studies												
Subject code	BSQ												
Subject type	Applied Subject												
Prerequisites	Nil												
Course overview	<p>A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.</p> <p>Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.</p>												
Course outline	<table><tr><th>Unit option</th><th>Unit title</th></tr><tr><td>Unit option B</td><td>Working in finance</td></tr><tr><td>Unit option D</td><td>Working in marketing</td></tr><tr><td>Unit option E</td><td>Working in events</td></tr><tr><td>Unit option F</td><td>Entrepreneurship</td></tr></table>			Unit option	Unit title	Unit option B	Working in finance	Unit option D	Working in marketing	Unit option E	Working in events	Unit option F	Entrepreneurship
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Assessment	<table><tr><th>Technique</th><th>Description</th><th>Response requirements</th></tr><tr><td>Extended response</td><td>Students respond to stimulus related to a business scenario about the unit context.</td><td>One of the following:<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words</td></tr><tr><td>Project</td><td>Students develop a business solution for a scenario about the unit context.</td><td>Action plan One of the following:<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 wordsEvaluation One of the following:<ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 400 words</td></tr></table>			Technique	Description	Response requirements	Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media• Spoken: up to 7 minutes, or signed equivalent• Written: up to 1000 words	Project	Students develop a business solution for a scenario about the unit context.	Action plan One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 words Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 400 words	
Technique	Description	Response requirements											
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Subject name	Legal Studies																											
Subject code	LEG																											
Subject type	General Subject																											
Prerequisites	At least a B level of achievement in Year 10 English.																											
Course overview	<p>Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.</p> <p>Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.</p>																											
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Beyond reasonable doubt<ul style="list-style-type: none">Legal foundationsCriminal investigation processCriminal trial processPunishment and sentencing</td><td>Balance of probabilities<ul style="list-style-type: none">Civil law foundationsContractual obligationsNegligence and the duty of care</td><td>Law, governance and change<ul style="list-style-type: none">Governance in AustraliaLaw reform within a dynamic society</td><td>Human rights in legal contexts<ul style="list-style-type: none">Human rightsAustralia’s legal response to international law and human rightsHuman rights in Australian contexts</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Beyond reasonable doubt <ul style="list-style-type: none">Legal foundationsCriminal investigation processCriminal trial processPunishment and sentencing	Balance of probabilities <ul style="list-style-type: none">Civil law foundationsContractual obligationsNegligence and the duty of care	Law, governance and change <ul style="list-style-type: none">Governance in AustraliaLaw reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">Human rightsAustralia’s legal response to international law and human rightsHuman rights in Australian contexts																
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Subject name	Fashion			
Subject code	FAZ			
Subject type	Applied Subject			
Prerequisites	Nil			
Course overview	<p>Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.</p> <p>The subject Fashion connects students directly to the greater world and prepares students for further education / employment and a productive life beyond secondary school in a global society. A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.</p> <p>Successful completion contributes 4 credits towards QCE</p>			
Course outline	Unit option		Unit title	
	Unit option A		Fashion designers	
	Unit option B		Historical fashion influences	
	Unit option C		Slow fashion	
	Unit option D		Collections	
Assessment	Technique		Description	Response requirements
	Project		Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
	Practical demonstration		Students create/design and/or produce an outfit, garments, campaigns or extension lines.	Unit-specific product Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Faculty	CREATIVE INDUSTRIES FACULTY																													
Subject name	Visual Art																													
Subject code	ART																													
Subject type	General Subject																													
Prerequisites	At least a C level of achievement in Year 10 Art or Year 10 English.																													
Course overview	<p>The Visual Art course involves both making and responding components. Students learn to research, develop, reflect and resolve concepts, techniques and processes related to art.</p> <p>Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. The demand for creativity from employees is rising in a world of rapid technological change.</p> <p>To cover the costs of the broad range of consumable art media that students are supplied with to complete the course, a subject fee is applicable. This will also cover expenses related to the Responding component; e.g. art gallery visits. Students are strongly recommended to attend workshops and experiences organized by the Creative Industries Faculty. These experiences will attract a user pays fee.</p> <p>The project components of the Visual Art course can be very demanding and will require students to work at school out of hours to complete art works requiring school equipment and school facilities.</p>																													
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Art as lens<ul style="list-style-type: none">• Concept: lenses to explore the material world• Contexts: personal and contemporary• Focus: people, place, objects</td><td>Art as code<ul style="list-style-type: none">• Concept: art as a coded visual language• Contexts: formal and cultural• Focus: codes, symbols, signs and art conventions</td><td>Art as knowledge<ul style="list-style-type: none">• Concept: constructing knowledge as artist and audience• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed</td><td>Art as alternate<ul style="list-style-type: none">• Concept: evolving alternate representations and meaning• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Art as lens <ul style="list-style-type: none">• Concept: lenses to explore the material world• Contexts: personal and contemporary• Focus: people, place, objects	Art as code <ul style="list-style-type: none">• Concept: art as a coded visual language• Contexts: formal and cultural• Focus: codes, symbols, signs and art conventions	Art as knowledge <ul style="list-style-type: none">• Concept: constructing knowledge as artist and audience• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed	Art as alternate <ul style="list-style-type: none">• Concept: evolving alternate representations and meaning• Contexts: contemporary, personal, cultural and/or formal• Focus: student-directed																		
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Subject name	Visual Arts in Practice												
Subject code	VAP												
Subject type	Applied Subject												
Prerequisites	Nil												
Course overview	In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.												
Course outline	<table><tr><th>Unit option</th><th>Unit title</th></tr><tr><td>Unit option A</td><td>Looking inwards (self)</td></tr><tr><td>Unit option B</td><td>Looking outwards (others)</td></tr><tr><td>Unit option C</td><td>Clients</td></tr><tr><td>Unit option D</td><td>Transform & extend</td></tr></table>			Unit option	Unit title	Unit option A	Looking inwards (self)	Unit option B	Looking outwards (others)	Unit option C	Clients	Unit option D	Transform & extend
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Subject name	Drama																													
Subject code	DRA																													
Subject type	General Subject																													
Prerequisites	At least a C level of achievement in Year 10 Drama or Year 10 English.																													
Course overview	<p>Drama, as one of the oldest art forms known, provides a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts.</p> <p>The Drama course involves both making and responding components. Making is working in the art form as artist. Responding is working about the art form as audience.</p> <p>A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways. The demand for creativity from employees is rising in a world of rapid technological change.</p> <p>Due to the demanding nature of this course all practical and written aspects require students to use their own time both individually and in groups. Attending live performances and presenting work to public audiences is a part of Drama studies. This may require students to attend rehearsals and perform outside of normal school hours. Drama students are strongly recommended to attend theatre trips and workshops organized by the Creative Industries Faculty. These experiences will attract an additional user pays fee.</p>																													
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Share How does drama promote shared understandings of the human experience?</td><td>Reflect How is drama shaped to reflect lived experience?</td><td>Challenge How can we use drama to challenge our understanding of humanity?</td><td>Transform How can you transform dramatic practice?</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Share How does drama promote shared understandings of the human experience?	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our understanding of humanity?	Transform How can you transform dramatic practice?																		
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Subject name	Drama in Practice		
Subject code	DIP		
Subject type	Applied Subject		
Prerequisites	Nil		
Course overview	Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts		
Course outline			
	Unit option	Unit title	
	Unit option A	Collaboration	
	Unit option B	Community	
	Unit option C	Contemporary	
	Unit option D	Commentary	
Assessment			
	Technique	Description	Response requirements
	Directorial Project	Students plan, make and evaluate a director's brief for an excerpt of a published script.	Directors brief Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media Planning and evaluation of director's brief One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
	Performance	Students perform the excerpt of published scripts or devised scenes	Performance Performance (live or recorded): up to 4 minutes
	Devising Project	Students plan, devise and evaluate a scenes	Devised Scene Devised scene: up to 4 minutes Planning and evaluation of devised scene One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Written: up to 600 words• Spoken: up to 4 minutes, or signed equivalent

Subject name	Dance																													
Subject code	DAN																													
Subject type	General Subject																													
Prerequisites	At least a C level of achievement in Year 10 Dance or Year 10 English.																													
Course overview	<p>This program involves the study of dance through the lens of making (choreography and performance) and responding, which engages students in creative and critical thinking.</p> <p>Students will:</p> <ul style="list-style-type: none">• Create movement vocabulary for choreography to communicate meaning through dance• Develop performance qualities necessary in dance technique in a variety of styles• Develop an appreciation for the role of criticism in the art of dance through the investigation of its historical and cultural development• Through studying Dance as both an artist and as an audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of this subject.• This subject prepares young people for participation in the 21st century by building skills and resources. Dance has the means to prepare students for future possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world.																													
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</td><td>Moving through environments How does the integration of the environment shape dance to communicate meaning?</td><td>Moving statements How is dance used to communicate viewpoints?</td><td>Moving my way How does dance communicate meaning for me?</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Moving bodies How does dance communicate meaning for different purposes and in different contexts?	Moving through environments How does the integration of the environment shape dance to communicate meaning?	Moving statements How is dance used to communicate viewpoints?	Moving my way How does dance communicate meaning for me?																		
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Subject name	Music																													
Subject code	MUS																													
Subject type	General Subject																													
Prerequisites	At least a C level of achievement in Year 10 Music and Year 10 English or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition. Test and/or audition may be required.																													
Course overview	<p>In a multi-literate world, music is an important literary element; music crosses all boundaries and is embedded in every aspect of our lives. The senior music course develops an understanding of musical periods, music cultures and musical elements and the uses of music as they occur in our society and creates confident musicians.</p> <p>This course is an extension of the middle school curriculum. Throughout this course students will:</p> <ul style="list-style-type: none">• Heighten their skills as instrumentalists and vocalists• Continue to develop music literacy• Continue to improve their aural skills• Analyse a range of music from various historical periods, cultures and genres• Enhance their skills as composers and arrangers, working within different genres and with various combinations of instruments.• Develop their own individual compositional and performance style. <p>The Music course involves both making and responding components. Making is composing and performing. Responding is about analysing and evaluating music and its purpose.</p> <p>Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change.</p> <p>Music students will be offered the opportunity to attend workshops and live performance organized by the Creative Industries Faculty. These experiences will attract an additional user pays fee.</p>																													
Course outline	<table><tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr><tr><td>Designs Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed</td><td>Identities Students explore music that expresses cultural, political and social identities in both local and global contexts.</td><td>Innovations Students explore innovations in music throughout history. Students use innovations in their own works.</td><td>Narratives Students study music as a tool to tell a story. Students complete an in-depth project in a genre of their choosing.</td></tr></table>				Unit 1	Unit 2	Unit 3	Unit 4	Designs Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed	Identities Students explore music that expresses cultural, political and social identities in both local and global contexts.	Innovations Students explore innovations in music throughout history. Students use innovations in their own works.	Narratives Students study music as a tool to tell a story. Students complete an in-depth project in a genre of their choosing.																		
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Subject name	Music in Practice														
Subject code	MUP														
Subject type	Applied Subject														
Prerequisites	At least a C level of achievement in Year 10 Music or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition (Midi-based recording requires music reading ability and keyboard work).														
Course overview	In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.														
Course outline	<table><tr><th>Unit option</th><th>Unit title</th></tr><tr><td>Unit option A</td><td>Music of today</td></tr><tr><td>Unit option B</td><td>The cutting edge</td></tr><tr><td>Unit option C</td><td>Building your brand</td></tr><tr><td>Unit option D</td><td>‘Live’ on stage!</td></tr></table>			Unit option	Unit title	Unit option A	Music of today	Unit option B	The cutting edge	Unit option C	Building your brand	Unit option D	‘Live’ on stage!		
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Subject name	Music Extension – Year 12 (Unit 3 and 4 only)			
Subject code	MUX			
Subject type	Authority Subject			
Prerequisites	Students must be currently studying the parent general subject Music (and already have completed two units of this subject in Year 11). Performance students undertaking this course are encouraged to seek private tuition on their chosen instrument/voice.			
Course overview	<p>Music Extension is a one-year general subject that is only offered in Year 12 (or once students have completed Unit 1 and 2 of the general subject Music). It offers a specialisation for Music students who would like to undertake a serious in-depth study in one of two areas. These two areas are:</p> <p>Performance (playing, singing or conducting music for an audience)</p> <p>Composition (combining musical elements to create musical ‘works’)</p> <p>Students will attend live performances and / or workshops.</p>			
Course outline	Unit 3		Unit 4	
	Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice		Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice	
Assessment	COMPOSITION			
	Unit 3		Unit 4	
	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Composition 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Composition project	35%
	Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Composition 2	20%		
	Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			
	PERFORMANCE			
	Unit 3		Unit 4	
	Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Performance project	35%
	Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Performance 2	20%		
	Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			

Faculty	HEALTH AND PHYSICAL EDUCATION FACULTY		
Subject name	Sport and Recreation – Rugby League Strand		
Subject code	RECR		
Subject type	Applied Subject		
Prerequisites	By invitation only. At least a B level of achievement in Year 10 Rugby League Development Program. A commitment to work in both theoretical and practical situations.		
Course overview	High level performance in Rugby League. Students choosing this course must be active participants in the school's competitive Rugby League Program. This also includes participation in school sporting and community activities.		
Course outline	Unit option		Unit title
	Unit 1		Optimising Performance - Nutrition and Training
	Unit 2		Event Management
	Unit 3		Coaching and Officiating
	Unit 4		Community Recreation
Assessment			
	Technique	Description	Response requirements
	Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Performance Performance: up to 4 minutes Planning and evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Investigation and session plan One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words Performance Performance: up to 4 minutes Evaluation One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media• Spoken: up to 3 minutes, or signed equivalent• Written: up to 500 words	

Subject name	Physical Education																									
Subject code	PED																									
Subject type	General Subject																									
Prerequisites	At least a B level of achievement in Year 10 English. It is a distinct advantage to have successfully studied Year 10 Physical Education or sport specific subject.																									
Course overview	<p>In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.</p> <p>Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.</p>																									
Course outline	<div>Unit 1</div> <div>Motor learning, functional anatomy and biomechanics in physical activity<ul style="list-style-type: none">• Motor learning in physical activity• Functional anatomy and biomechanics in physical activity</div>	<div>Unit 2</div> <div>Sport psychology and equity in physical activity<ul style="list-style-type: none">• Sport psychology in physical activity• Equity — barriers and enablers</div>	<div>Unit 3</div> <div>Tactical awareness and ethics in physical activity<ul style="list-style-type: none">• Tactical awareness in physical activity• Ethics and integrity in physical activity</div>	<div>Unit 4</div> <div>Energy, fitness and training in physical activity<ul style="list-style-type: none">• Energy, fitness and training integrated in physical activity</div>																						
Assessment	<table><tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr><tr><td>Multimodal Project Folio</td><td>30%</td><td rowspan="2">Investigation Report</td><td rowspan="2">35%</td></tr><tr><td>External Examination</td><td>35%</td></tr><tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr><tr><td>Summative internal assessment (IA1):<ul style="list-style-type: none">• Project — folio</td><td>25%</td><td>Summative internal assessment (IA3)<ul style="list-style-type: none">• Project — folio</td><td>25%</td></tr><tr><td>Summative internal assessment IA2):<ul style="list-style-type: none">• Investigation — report</td><td>25%</td><td>Summative external assessment (EA) Examination — combination response</td><td>25%</td></tr></table>				Unit 1		Unit 2		Multimodal Project Folio	30%	Investigation Report	35%	External Examination	35%	Unit 3		Unit 4		Summative internal assessment (IA1): <ul style="list-style-type: none">• Project — folio	25%	Summative internal assessment (IA3) <ul style="list-style-type: none">• Project — folio	25%	Summative internal assessment IA2): <ul style="list-style-type: none">• Investigation — report	25%	Summative external assessment (EA) Examination — combination response	25%
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Subject Name	Health Education			
Subject code	HEA			
Subject type	General Subject			
Prerequisites	At least a B level of achievement in Year 10 English or preparatory Health.			
Course overview	Health provides a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Health draws from the health, behavioural, social and physical sciences and offers students an action, advocacy and evaluation-oriented curriculum. The health inquiry model is embedded and this provides the conceptual framework for the subject.			
Course outline	Unit 1	Unit 2	Unit 3	Unit 4
	Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> Alcohol and other drugs (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> Transport safety (elective) 	Respectful relationships in the post-schooling transition
Assessment	Unit 1		Unit 2	
	Formative internal assessment (FIA1):	25%	Formative internal assessment (FIA3):	25%
	• Action Research		• Investigation	
	Formative internal assessment (FIA2):	25%	Formative internal assessment (FIA4):	25%
	• Examination – Extended Response		• Examination – Extended Response	
	Unit 3		Unit 4	
	Summative internal assessment (IA1):	25%	Summative internal assessment (IA3)	25%
	• Action research		• Investigation	
	Summative internal assessment IA2):	25%	Summative external assessment (EA)	25%
	• Examination — extended response		Examination — extended response	

Subject name	Sport and Recreation		
Subject code	REC		
Subject type	Applied Subject		
Prerequisites	Nil		
Course overview	<p>Students will examine:</p> <p>the relevance of sport and active recreation in our culture;</p> <p>the contribution sport and active recreation makes to health & well-being;</p> <p>factors that influence participation;</p> <p>how skills enhance participation and performance;</p> <p>how interpersonal skill support effective interaction;</p> <p>the promotion of safety in activities;</p> <p>technology in activities; and</p> <p>how the industry contributes to individual and community outcomes.</p>		
Course outline	Unit option	Unit title	
	Unit 1	Optimising Performance - Nutrition and Training	
	Unit 2	Event Management	
	Unit 3	Coaching and Officiating	
	Unit 4	Community Recreation	
Assessment	Technique	Description	Response requirements
	Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Performance</p> <p>Performance: up to 4 minutes</p> <p>Planning and evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
	Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Investigation and Planning</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words <p>Performance</p> <p>Performance: up to 4 minutes</p> <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Faculty	DIGITAL INNOVATION																																		
Subject name	Information and Communication Technology																																		
Subject code	ICJ																																		
Subject type	Applied																																		
Prerequisites	Nil																																		
Course overview	<p>The ICT subject focuses on the use of Design Thinking principles to develop Digital solutions to problems in various contexts including Robotics, Audio and Video Production, Layout and publishing and Digital Imaging and Modelling. The subject encompasses aspects of Engineering, Art and Sculpture, Graphic Design, Product Design, Audio and Video Design and Image Design.</p> <p>Embedded in the course, students will have the opportunity to complete the highly regarded Microsoft Office Specialist (MOS) coursework and potentially progress toward certifications in Word/Excel/Powerpoint/Outlook, and even on to the elite MOS Expert certifications.</p> <p>The skillsets developed feed directly into all career pathways including:</p> <div><div>- Business</div><div>- Creatives/Design-based careers</div><div>- Marketing</div><div>- IT/Tehn</div></div>																																		
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Subject name	Digital Solutions																										
Subject code	DIS																										
Subject type	General Subject																										
Prerequisites	At least a C level of achievement in Year 10 English and a C in Year 10 Maths or Maths Extension.																										
Course overview	<p>Welcome to the Year 11/12 Digital Solutions course using Python! This comprehensive class is designed for students eager to develop valuable skills in coding, with a focus on relevance to various professional careers, not just IT. Python is a versatile and widely-used programming language that is increasingly important in fields such as business, healthcare, engineering, and the arts. This course assumes no prior Python knowledge, making it accessible to all students ready to explore the world of programming.</p> <p>Throughout the course, students will learn the fundamentals of Python programming, including variables, data structures, loops, and functions. The curriculum also covers essential topics like cybersecurity, teaching you how to protect data and secure systems, which is a crucial skill in today's digital world. Additionally, you'll delve into the design aspects of User Interface (UI) and User Experience (UX), learning how to create intuitive and user-friendly applications. These skills are highly sought after across numerous professions, ensuring that your Python knowledge will be applicable and valuable no matter your career path.</p> <p>Our experienced instructors are dedicated to providing a supportive and engaging learning environment. They will guide you through each concept with practical examples and hands-on projects, helping you build confidence and competence in your coding abilities. By the end of the course, students will have a solid foundation in Python programming, cybersecurity principles, and UI/UX design. You'll be well-prepared to apply these skills in various professional contexts, opening up a world of opportunities. Join us in Year 11/12 for an exciting journey into the versatile world of Python programming and discover how coding can enhance your future career!</p>																										
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Faculty	LANGUAGES FACULTY																											
Subject name	Japanese																											
Subject code	JPS																											
Subject type	General Subject																											
Prerequisites	At least a B level of achievement in Year 10 Japanese.																											
Course overview	<p>This program aims to broaden the cultural and language aspects of Japanese that students have acquired in junior study. Senior Japanese builds on the students’ core language skills enhancing their abilities in listening, speaking, reading, and writing in a supportive, communicative environment. The senior Japanese program develops the students’ language skills so that they are able to compete in a global society. It fosters 21st Century skills, critical thinking and a deeper appreciation of Japanese culture while promoting meaningful communication with Japanese speaking people. It promotes self-discipline, persistence and consistency of high standards, so that the students will be capable of independent study and able to apply their skills outside of the school environment.</p> <p>Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter.</p> <p>Units 3 and 4 consolidate language skills and prepare students for assessment tasks that contribute to their ATAR. These units involve a greater depth of learning in reading, writing, listening, and speaking.</p> <p>This is a cumulative and academically demanding course. Students are expected to commit regular time outside of class to consolidate their learning and complete set tasks.</p> <p>To promote cultural understanding and language development, students in Years 10, 11, and 12 Japanese may also have the opportunity to participate in on-line and short term school exchanges and study tours and language and cultural excursions. Students will also be encouraged to interact with international exchange students, their peers and with volunteers from our local Japanese community on the Sunshine Coast.</p>																											
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Subject name	Spanish																										
Subject code	SPN																										
Subject type	General Subject																										
Prerequisites	At least a B level of achievement in Year 10 Spanish.																										
Course overview	<p>Senior Spanish builds on the core language skills developed in the Junior Spanish program, enhancing students' abilities in listening, speaking, reading, and writing in a supportive, communicative environment. As one of the three most spoken languages in the world, Spanish opens doors to a rich global community and diverse cultures.</p> <p>The course offers students the opportunity to explore key aspects of Hispanic popular culture, society, economy and history. It fosters critical thinking and a deeper appreciation of world cultures while promoting meaningful communication with Spanish-speaking people.</p> <p>Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the key content areas.</p> <p>Units 3 and 4 consolidate language skills and prepare students for assessment tasks that contribute to their ATAR. These units involve a greater depth of learning in reading, writing, listening, and speaking.</p> <p>This is a cumulative and academically demanding course. Students are expected to commit regular time outside of class to consolidate their learning and complete set tasks.</p> <p>Students in Years 10, 11, and 12 may also have the opportunity to participate in an exchange program and are encouraged to engage with peers in the school's International Student Program.</p> <p>A variety of texts will be provided, and students will have access to English/Spanish dictionaries throughout the course.</p>																										
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Faculty	DESIGN TECHNOLOGY FACULTY																										
Subject name	Design																										
Subject code	DES																										
Subject type	General Subject																										
Prerequisites	At least a B level of achievement in Year 10 English. It is an advantage to have successfully studied Design Concepts or Art in Year 9 and 10.																										
Course overview	<p>The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practiced and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.</p> <p>The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicated design proposals to suit different audiences.</p> <p>Design is a General Subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Design equips students with highly transferable, future-focused thinking skills relevant to a global context. A course of Design can establish a basis for further education and employment in many fields, including Design, Architectural Design, Communication Design, Digital Design, Fashion Impact, Interior Design, Urban Design, Product Design, Service Design, Social Impact.</p>																										
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Subject name	Engineering																										
Subject code	EGR																										
Subject type	General Subject																										
Prerequisites	At least a B level of achievement in Year 10 English, Maths and Science. It is a distinct advantage to have successfully studied Engineering Concepts in Year 9 and 10.																										
Course overview	<p>Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. This involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services.</p> <p>Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the impact of their engineered solutions.</p>																										
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Assessment	<table> <tr> <th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr> <tr> <td>• Engineered solution</td><td>25%</td><td>• Engineered solution</td><td>25%</td></tr> <tr> <td>• Internal Examination</td><td>25%</td><td>• Internal Examination</td><td>25%</td></tr> <tr> <th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr> <tr> <td>Summative internal assessment (IA1): • Engineered solution</td><td>20%</td><td>Summative internal assessment (IA3) • Engineered solution</td><td>25%</td></tr> <tr> <td>Summative internal assessment (IA2): • Examination — combination response</td><td>30%</td><td>Summative external assessment (EA) Examination — combination response</td><td>25%</td></tr> </table>			Unit 1		Unit 2		• Engineered solution	25%	• Engineered solution	25%	• Internal Examination	25%	• Internal Examination	25%	Unit 3		Unit 4		Summative internal assessment (IA1): • Engineered solution	20%	Summative internal assessment (IA3) • Engineered solution	25%	Summative internal assessment (IA2): • Examination — combination response	30%	Summative external assessment (EA) Examination — combination response	25%
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Subject	SKILLS CENTRE PATHWAYS
Subject name	Work Skills
Subject code	WSK
Subject type	Elective Subject
Location	Skills Centre
Prerequisites	Application to join subject made to SKILL Centre
Course overview	Students who participate in this subject will gain an understanding of the basic principles of cooking, projects and horticulture which they can utilise in their everyday lives far beyond their school years. The class aims to teach pasture to plate principals using a lot of our fresh vegetables and fruit from our extensive Mountain Harvest Gardens.
Course outline	<ul style="list-style-type: none"> • Safe knife practises • Recipe reading and utilisation • Oven and hot plate safety • Food preparation budgeting (weekly online Coles shop) • Sales and money handling – Mountain Harvest Shop • Importance of health eating • Growing seasons • Seed and plant propagation • Budget building – how to create cost friendly gardens • Sales and money handling – Mountain Harvest Shop • Importance of health eating • Natural pest control – companion planting • Importance of Insects and bees in propagation

Subject name	LifeLink
Subject code	LLP
Subject type	Elective Subject
Location	Skills Centre
Prerequisites	Application to join subject made to SKILL Centre
Course overview	<p>ASDAN is an education charity and awarding organisations whose curriculum programmes transform life chances through learning. Our courses foster personal, social and work-related skills. This subject will see students complete 6 modules each year to achieve a Bronze Award in Year 11 and a Silver Award in Year 12.</p> <p>While it's a UK organisation the certificates are recognised nationally and delivered in a number of schools around Australia.</p> <p>Year 11 and 12 LifeLink is aimed at helping students gain skills for life. It covers a wide range of topics determined by the needs of the students. Teachers will ensure that students are ready for the next stage of their life-long learning in a post school environment. It aims to give real life skills using real life examples and excursions to enhance the learning experience.</p>
Course outline	<p>Modules are based on student's interest areas and developing needs including:</p> <ul style="list-style-type: none"> • Communication • My Community • Sport and Leisure • Independent Living • My Environment • Number Handling • Health and Wellbeing • World of Work • Science and Technology • The Wider World • Expressive Arts • Beliefs and Values
Assessment	Assessment is based around developing key skills including Teamwork, Problem Solving, It Skills, Literacy and Numeracy.

Faculty	SKILLS CENTRE SHORT COURSES
Subject name	Short Course Literacy – One Semester Mandatory Course for ALL Year 11 unless they are studying are studying a 2 year English course.
Subject code	LIS
Subject type	ONE SEMESTER MANDATORY COURSE FOR ALL YEAR 11 STUDENTS UNLESS THEY ARE STUDYING A 2 YEAR ENGLISH COURSE.
Queensland Certificate of Education (QCE) credits	1 credit (for C and above grades) Plus Literacy requirements for QCE achieved upon successful completion.
Prerequisites	Application to join subject made to SKILL Centre
Course overview	This short course in Literacy is one one QCE unit course which will be completed over a semester in year 11. Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation as it is informed by, and articulates closely with, the literacy requirements of the Year 9 Literacy Indicators.
Course outline	In this course of study students: <ul style="list-style-type: none"> • learn a variety of strategies to develop and monitor their own learning • select and apply reading and oral strategies to comprehend and make meaning in texts • demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts • evaluate and communicate ideas and information in written, oral, visual or digital modes • learn and use textual features and conventions, including vocabulary and grammatical structures. • Students will generally go on to study Social and Community Studies in year 12 after completing this course
Assessment	A range of assessment techniques will be utilised throughout the course including: IA1A - Extended response - Written IA1B - Student Learning Journal IA2A - Extended response spoken/signed IA2B - Reading comprehension

Subject name	Short Course Numeracy – One Semester Mandatory Course for ALL Year 11 unless they are studying a 2 year English course.
Subject code	NUS
Subject type	ONE SEMESTER MANDATORY COURSE FOR ALL YEAR 11 STUDENTS UNLESS THEY ARE STUDYING A 2 YEAR ENGLISH COURSE.
Queensland Certificate of Education (QCE) credits	1 credit Plus Numeracy requirements for QCE (for C and above grades)
Prerequisites	Application to join subject made to SKILL Centre
Course overview	This Short Course in Numeracy is a one-unit course. Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation
Course outline	<p>In this course of study students:</p> <ul style="list-style-type: none"> • learn a variety of strategies to develop and monitor their own learning • identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work. • Use mathematical process and strategies to solve problems in a range of situations. • Reflect on outcomes and the appropriateness of mathematical processes used. <p>Students will generally go on to study Social and Community Studies in year 12 after completing this course</p>
Assessment	A range of assessment techniques will be utilised throughout the course including: IA1A - Extended response oral mathematical presentation IA1B - Student Learning Journal IA2A - Short Response exam IA2B - Student Learning Journal

Subject name	Social and Community Studies
Subject code	SCS
Subject type	Elective Subject Year 12 ONLY
Queensland Certificate of Education (QCE) credits	2 Credits
Location	Skills Centre
Prerequisites	Application to join subject made to SKILL Centre
Course overview	<p>Social and Community Services fosters personal development and social skills which lead to self-reliance, self-management and concerns for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.</p> <p>Three interrelated and interdependent areas of life skills are identified — personal, interpersonal, and citizenship skills. These life skills are core to the subject and provide a framework for a course of study in Social and Community Studies. Life skills encompass social skills, communication skills (e.g. verbal and non-verbal communication, effective speaking, active listening), respect for and interaction with others, building rapport, problem solving and decision making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills.</p>
Course outline	<p>This subject is studied for two semesters in year 12 after the completion of the short courses in Literacy and Numeracy in year 11</p> <p>Topics studied may include:</p> <ul style="list-style-type: none"> • Legally it could be you • Money Management • Today's society • The World of Work • Health – Food and Nutrition
Assessment	<p>Assessment styles present in this subject:</p> <p>Investigations, exams, extended responses and projects</p>