



## 2027 - 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**

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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**

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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**

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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**

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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**

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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](http://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](http://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](http://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	Essential English
Biology	Essential Mathematics
Business	Aquatic Practices
Chemistry	Business Studies
Dance	Drama in Practice
Design	Fashion
Digital Solutions	Information and Communication Technology
Drama	Music in Practice
Economics	Social and Community Studies
Engineering	Sport and Recreation
English	Visual Arts in Practice
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)	

## 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:

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

## General Subjects

<b>Ancient History</b>	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.
<b>Biology</b>	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.
<b>Business</b>	At least a B level of achievement in Year 10 English.
<b>Chemistry</b>	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.
<b>Dance</b>	At least a C level of achievement in Year 10 Dance or Year 10 English.
<b>Design</b>	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.
<b>Digital Solutions</b>	At least a C level of achievement in Year 10 English and a C in Year 10 Maths or Maths Extension.
<b>Drama</b>	At least a C level of achievement in Year 10 Drama or Year 10 English.
<b>Economics</b>	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
<b>Engineering</b>	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.
<b>English</b>	At least a C level of achievement in Year 10 English.
<b>English &amp; Literature Extension</b>	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.
<b>Film, Television &amp; New Media</b>	At least a C level of achievement in Year 10 English.
<b>General Mathematics</b>	At least a C level of achievement in Year 10 Maths or D level of achievement in Maths Extension.
<b>Geography</b>	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.
<b>Health Education</b>	At least a B level of achievement in Year 10 English or preparatory Health.
<b>Japanese</b>	At least a B level of achievement in Year 10 Japanese.
<b>Legal Studies</b>	At least a B level of achievement in Year 10 English.
<b>Literature</b>	At least a C level of achievement in Year 10 English
<b>Mathematical Methods</b>	At least a C level of achievement in Year 10 Maths Extension or an A in Year 10 Maths
<b>Marine Science</b>	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Science.
<b>Modern History</b>	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.
<b>Music</b>	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.
<b>Music Extension</b>	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.

<b>Physical Education</b>	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.
<b>Physics</b>	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.
<b>Psychology</b>	At least a B level of achievement in Year 10 Psychology, any Year 10 Prep Science OR minimum of an A in General Science
<b>Spanish</b>	At least a B level of achievement in Year 10 Spanish.
<b>Specialist Mathematics</b>	At least a B level of achievement in Year 10 Maths Extension and must also enrol in Mathematical Methods in Year 11.
<b>Visual Art</b>	At least a C level of achievement in Year 10 Art or Year 10 English.
<b>Applied Subjects</b>	
<b>Music in Practice</b>	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).
<b>Sport and Recreation (Rugby League Strand)</b>	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.

<b>Faculty</b>	<b>ENGLISH FACULTY</b>																											
<b>Subject name</b>	<b>English</b>																											
<b>Subject code</b>	ENG																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	At least a C level of achievement in Year 10 English.																											
<b>Course overview</b>	<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 prerequisites.</p>																											
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<b>Subject code</b>	LIT																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	At least a C level of achievement in Year 10 English																											
<b>Course overview</b>	<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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<b>Subject name</b>	<b>Essential English</b>															
<b>Subject code</b>	ENE															
<b>Subject type</b>	Applied Subject															
<b>Prerequisites</b>	Nil															
<b>Course overview</b>	<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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<b>Subject name</b>	<b>English &amp; Literature Extension</b>															
<b>Subject code</b>	ELX															
<b>Subject type</b>	General Subject (Year 12 only)															
<b>Prerequisites</b>	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.															
<b>Course outline</b>	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.															
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<b>Faculty</b>	<b>MATHEMATICS FACULTY</b>																																							
<b>Subject name</b>	<b>General Mathematics</b>																																							
<b>Subject code</b>	MAG																																							
<b>Subject type</b>	General Subject																																							
<b>Prerequisites</b>	At least a C level of achievement in Year 10 Maths (MAT)																																							
<b>Course overview</b>	<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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<b>Subject code</b>	MAM																																											
<b>Subject type</b>	General Subject																																											
<b>Prerequisites</b>	At least a C level of achievement in Year 10 Maths Extension or an A in Year 10 Maths																																											
<b>Course overview</b>	<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 21<sup>st</sup> century.</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 mandatory and is available on lease or to purchase from the student administration.</p>																																											
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<b>Subject name</b>	<b>Specialist Mathematics</b>			
<b>Subject code</b>	MAS			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	At least a B level of achievement in Year 10 Maths Extension and must also enrol in Mathematical Methods in Year 11.			
<b>Course overview</b>	<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>			
<b>Course outline</b>	Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
	<b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Introduction to proof</li> <li>• Vectors in the plane</li> <li>• Algebra of vectors in two dimensions</li> <li>• Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Complex arithmetic and algebra</li> <li>• Circle and geometric proofs</li> <li>• Trigonometry and functions</li> <li>• Matrices and transformations</li> </ul>	<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Mathematical induction and trigonometric proofs</li> <li>• Vectors in two and three dimensions</li> <li>• Vector calculus</li> <li>• Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Integration techniques</li> <li>• Applications of integral calculus</li> <li>• Rates of change and differential equations</li> <li>• Modelling motion</li> <li>• Statistical inference</li> </ul>
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	<ul style="list-style-type: none"> <li>• Examination</li> </ul>		<ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	
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	Summative external assessment (EA): 50% • Examination — combination response			

<b>Subject name</b>	<b>Essential Mathematics</b>															
<b>Subject code</b>	MAE															
<b>Subject type</b>	Applied Subject															
<b>Prerequisites</b>	Nil															
<b>Course overview</b>	<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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<b>Subject name</b>	<b>Biology</b>																															
<b>Subject code</b>	BIO																															
<b>Subject type</b>	General Subject																															
<b>Prerequisites</b>	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.																															
<b>Course overview</b>	<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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<b>Subject name</b>	<b>Chemistry</b>			
<b>Subject code</b>	CHM			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	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.			
<b>Course overview</b>	<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>			
<b>Course outline</b>	<b>Unit 1</b> <b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions —reactants, products and energy change</li> </ul>	<b>Unit 2</b> <b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Unit 3</b> <b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Unit 4</b> <b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>
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<b>Subject name</b>	<b>Physics</b>															
<b>Subject code</b>	PHY															
<b>Subject type</b>	General Subject															
<b>Prerequisites</b>	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.															
<b>Course overview</b>	<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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<b>Subject name</b>	<b>Psychology</b>			
<b>Subject code</b>	PSY			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Science.			
<b>Course overview</b>	<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"> <li>• interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues</li> <li>• appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour</li> <li>• 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</li> <li>• ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence</li> <li>• ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence</li> <li>• ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.</li> </ul>			
<b>Course outline</b>	<b>Unit 1</b> <b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Unit 2</b> <b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Unit 3</b> <b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>Unit 4</b> <b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>
<b>Assessment</b>	<b>Unit 1</b>		<b>Unit 2</b>	
	FA2: Student experiment		FA3: Research Investigation	
	FA1: Content and experimental data exam		FA4: Content and correlational data exam	
	<b>Unit 3</b>		<b>Unit 4</b>	
	Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
	Summative internal assessment 2 (IA2): • Student experiment	20%		
	Summative external assessment (EA): 50% • Examination — combination response			

<b>Subject name</b>	<b>Marine Science</b>			
<b>Subject code</b>	MRN			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	At least a B level of achievement in Year 10 Preparatory Science (Biology, Chemistry, Marine, Physics) or an A level of achievement in Science.			
<b>Course overview</b>	<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>			
<b>Course outline</b>	<b>Unit 1</b> <b>Oceanography</b> <ul style="list-style-type: none"> <li>An ocean planet</li> <li>The dynamic shore</li> </ul>	<b>Unit 2</b> <b>Marine biology</b> <ul style="list-style-type: none"> <li>Marine ecology and biodiversity</li> <li>Marine environmental management</li> </ul>	<b>Unit 3</b> <b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>The reef and beyond</li> <li>Changes on the reef</li> </ul>	<b>Unit 4</b> <b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>Oceans of the future</li> <li>Managing fisheries</li> </ul>
<b>Assessment</b>	<b>Unit 1</b> Formative internal assessment 1 (FIA1): Data Test Formative internal assessment 2 (FIA2): Student experiment		<b>Unit 2</b> Formative internal assessment 3 (FIA3): Research investigation Formative internal assessment 4 (FIA4): <ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>	
	<b>Unit 3</b> Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Data Test</li> </ul>	10%	<b>Unit 4</b> Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Research investigating</li> </ul>	20%
	Summative internal assessment 2 (IA2) Student experiment	20%	Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	

<b>Subject Name</b>	<b>Aquatic Practices</b>											
<b>Subject code</b>	AQP											
<b>Subject type</b>	Applied Subject											
<b>Prerequisites</b>	Nil											
<b>Course overview</b>	<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>											
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<b>Assessment</b>	<p>Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:</p> <table border="1"> <thead> <tr> <th>Technique</th> <th>Description</th> <th>Response requirements</th> </tr> </thead> <tbody> <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"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul> </td> </tr> <tr> <td>Practical project</td> <td>Students use practical skills to complete a project in response to a scenario.</td> <td> <b>Completed project</b>            One of the following:           <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <b>Documented process</b>            Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media         </td> </tr> </tbody> </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"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul>	Practical project	Students use practical skills to complete a project in response to a scenario.	<b>Completed project</b> One of the following: <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <b>Documented process</b> 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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<b>Faculty</b>	<b>HUMANITIES</b>			
<b>Subject name</b>	<b>Modern History</b>			
<b>Subject code</b>	MHS			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	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.			
<b>Course overview</b>	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.			
<b>Course outline</b>	<b>Unit 1</b> <b>Ideas in the Modern World</b> <ul style="list-style-type: none"> <li>• French Revolution.</li> <li>• Meiji Revolution (Japan)</li> </ul>	<b>Unit 2</b> <b>Movements in the Modern World</b> <ul style="list-style-type: none"> <li>• Australian Indigenous Movement</li> <li>• Civil Rights in America</li> </ul>	<b>Unit 3</b> <b>National experiences in the Modern World</b> <ul style="list-style-type: none"> <li>• Germany</li> <li>• China</li> </ul>	<b>Unit 4</b> <b>International experiences in the Modern World</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia</li> <li>• Cold War</li> </ul>
<b>Assessment</b>	<b>Unit 1</b> Formative assessment 1 (mock EA): <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul> Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> <li>• Investigation</li> </ul>		<b>Unit 2</b> Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> <li>• Investigation</li> </ul> Formative internal assessment 4 (FIA1): <ul style="list-style-type: none"> <li>• Examination - extended response</li> </ul>	
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		25%		25%
		25%		25%

<b>Subject name</b>	<b>Ancient History</b>																																											
<b>Subject code</b>	AHS																																											
<b>Subject type</b>	General Subject																																											
<b>Prerequisites</b>	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.																																											
<b>Course overview</b>	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.																																											
<b>Course outline</b>	<b>Unit 1</b> <b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Funerary rites and beliefs</li> </ul>	<b>Unit 2</b> <b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality Study: Alexander the Great</li> <li>• Personality Study: Hannibal Barca</li> </ul>	<b>Unit 3</b> <b>Reconstructing the Ancient World</b> <ul style="list-style-type: none"> <li>• Fifth Century Athens</li> <li>• Early Imperial Rome: The Julio-Claudians</li> </ul>	<b>Unit 4</b> <b>People, power and authority</b> <ul style="list-style-type: none"> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Rome — Julius Caesar</li> </ul>																																								
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<b>Subject name</b>	<b>Geography</b>			
<b>Subject code</b>	GEG			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	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.			
<b>Course overview</b>	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.			
<b>Course outline</b>	<b>Unit 1</b> <b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul>	<b>Unit 2</b> <b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Responding to challenges facing a place in Australia</li> <li>Managing challenges facing a megacity</li> </ul>	<b>Unit 3</b> <b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul>	<b>Unit 4</b> <b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>
<b>Assessment</b>	<b>Unit 1</b>		<b>Unit 2</b>	
	Formative Internal assessment 1 (FA1): • Examination – combination response		Formative internal assessment 3 (FA3) • Field Report	
	Formative Internal assessment 2 (FA2) • Data Report		Formative internal assessment 4 (FA4) • Examination – combination response	
	<b>Unit 3</b>		<b>Unit 4</b>	
	Summative internal assessment 1 (IA1): • Examination —combination response	25%	Summative internal assessment 3 (IA3): • Data report	25%
	Summative internal assessment 2 (IA2): • Field report	25%	Summative external assessment (EA): Examination — combination response	25%

<b>Subject name</b>	<b>Social and Community Studies</b>													
<b>Subject code</b>	SCS													
<b>Subject type</b>	Applied Subject													
<b>Prerequisites</b>	Nil													
<b>Course overview</b>	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													
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<b>Faculty</b>	<b>BUSINESS FACULTY</b>																																	
<b>Subject name</b>	<b>Economics</b>																																	
<b>Subject code</b>	ECN																																	
<b>Subject type</b>	General Subject																																	
<b>Prerequisites</b>	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																																	
<b>Course overview</b>	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.																																	
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<b>Subject code</b>	BUS																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	At least a B level of achievement in Year 10 English.																											
<b>Course overview</b>	<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>																											
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<b>Subject code</b>	BSQ											
<b>Subject type</b>	Applied Subject											
<b>Prerequisites</b>	Nil											
<b>Course overview</b>	<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>											
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<b>Subject code</b>	LEG																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	At least a B level of achievement in Year 10 English.																											
<b>Course overview</b>	<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>																											
<b>Course outline</b>	<p><b>Unit 1</b></p> <p><b>Beyond reasonable doubt</b></p> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<p><b>Unit 2</b></p> <p><b>Balance of probabilities</b></p> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<p><b>Unit 3</b></p> <p><b>Law, governance and change</b></p> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<p><b>Unit 4</b></p> <p><b>Human rights in legal contexts</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Australia's legal response to international law and human rights</li> <li>• Human rights in Australian contexts</li> </ul>																								
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<b>Subject name</b>	<b>Fashion</b>													
<b>Subject code</b>	FAZ													
<b>Subject type</b>	Applied Subject													
<b>Prerequisites</b>	Nil													
<b>Course overview</b>	<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>													
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<b>Subject code</b>	HPJ															
<b>Subject type</b>	Applied Subject															
<b>Prerequisites</b>	Nil															
<b>Course overview</b>	<p>The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events.</p> <p>A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.</p> <p>Successful completion contributes 4 credits towards QCE</p>															
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<b>Subject code</b>	ART																																	
<b>Subject type</b>	General Subject																																	
<b>Prerequisites</b>	At least a C level of achievement in Year 10 Art or Year 10 English.																																	
<b>Course overview</b>	<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>																																	
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<b>Subject code</b>	FTM																													
<b>Subject type</b>	General Subject																													
<b>Prerequisites</b>	At least a C level of achievement in Year 10 English.																													
<b>Course overview</b>	<p>Film, Television &amp; 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>																													
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<b>Subject code</b>	VAP											
<b>Subject type</b>	Applied Subject											
<b>Prerequisites</b>	Nil											
<b>Course overview</b>	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.											
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<b>Subject code</b>	DRA																																	
<b>Subject type</b>	General Subject																																	
<b>Prerequisites</b>	At least a C level of achievement in Year 10 Drama or Year 10 English.																																	
<b>Course overview</b>	<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>																																	
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<b>Subject code</b>	DIP													
<b>Subject type</b>	Applied Subject													
<b>Prerequisites</b>	Nil													
<b>Course overview</b>	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													
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<b>Subject code</b>	DAN																																	
<b>Subject type</b>	General Subject																																	
<b>Prerequisites</b>	At least a C level of achievement in Year 10 Dance or Year 10 English.																																	
<b>Course overview</b>	<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"> <li>• Create movement vocabulary for choreography to communicate meaning through dance</li> <li>• Develop performance qualities necessary in dance technique in a variety of styles</li> <li>• Develop an appreciation for the role of criticism in the art of dance through the investigation of its historical and cultural development</li> <li>• 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.</li> <li>• This subject prepares young people for participation in the 21<sup>st</sup> 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.</li> </ul>																																	
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<b>Subject type</b>	General Subject																													
<b>Prerequisites</b>	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.																													
<b>Course overview</b>	<p>The senior music course is a student-centred course which develops confident and creative students and critical thinkers.</p> <p>Throughout this course students will:</p> <ul style="list-style-type: none"> <li>• <b>Perform</b> as soloists and ensemble musicians</li> <li>• <b>Develop</b> vocal and instrumental techniques</li> <li>• <b>Explore</b> music from a variety of cultures, genres and historical periods</li> <li>• <b>Create</b> original music through composition and songwriting</li> <li>• <b>Experiment</b> with music technology and arranging for different instruments</li> <li>• <b>Refine</b> their personal performance and compositional style</li> </ul> <p><b>Why Study Music?</b></p> <p>Music is a general subject which develops creativity, collaboration, communication, resilience, critical thinking, and problem-solving skills—qualities that are highly valued across many careers and industries. 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><b>Beyond the Classroom</b></p> <p>Students also have opportunities to participate in concerts, workshops, and live performances through the Creative Industries Faculty, allowing them to showcase their talents and connect with the wider community.</p>																													
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<b>Subject name</b>	<b>Music in Practice</b>													
<b>Subject code</b>	MUP													
<b>Subject type</b>	Applied Subject													
<b>Prerequisites</b>	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).													
<b>Course overview</b>	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.													
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<b>Subject name</b>	<b>Music Extension – Year 12 (Unit 3 and 4 only)</b>			
<b>Subject code</b>	MUX			
<b>Subject type</b>	Authority Subject			
<b>Prerequisites</b>	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.			
<b>Course overview</b>	<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>			
<b>Course outline</b>	<b>Unit 3</b> <b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>		<b>Unit 4</b> <b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>	
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	<b>Unit 3</b>		<b>Unit 4</b>	
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	PERFORMANCE			
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<b>Faculty</b>	<b>HEALTH AND PHYSICAL EDUCATION FACULTY</b>											
<b>Subject name</b>	<b>Sport and Recreation – Rugby League Strand</b>											
<b>Subject code</b>	RECR											
<b>Subject type</b>	Applied Subject											
<b>Prerequisites</b>	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.											
<b>Course overview</b>	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.											
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<b>Subject code</b>	PED																									
<b>Subject type</b>	General Subject																									
<b>Prerequisites</b>	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.																									
<b>Course overview</b>	<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>																									
<b>Course outline</b>	<b>Unit 1</b> <b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Unit 2</b> <b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Unit 3</b> <b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	<b>Unit 4</b> <b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> </ul>																						
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<b>Subject Name</b>	<b>Health Education</b>			
<b>Subject code</b>	HEA			
<b>Subject type</b>	General Subject			
<b>Prerequisites</b>	At least a B level of achievement in Year 10 English or preparatory Health.			
<b>Course overview</b>	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.			
<b>Course outline</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
	<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>Alcohol and other drugs (elective)</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>Transport safety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>
<b>Assessment</b>	<b>Unit 1</b>		<b>Unit 2</b>	
	Formative internal assessment (FIA1): <ul style="list-style-type: none"> <li>Action Research</li> </ul>	25%	Formative internal assessment (FIA3): <ul style="list-style-type: none"> <li>Investigation</li> </ul>	25%
	Formative internal assessment (FIA2): <ul style="list-style-type: none"> <li>Examination – Extended Response</li> </ul>	25%	Formative internal assessment (FIA4): <ul style="list-style-type: none"> <li>Examination – Extended Response</li> </ul>	25%
	<b>Unit 3</b>		<b>Unit 4</b>	
	Summative internal assessment (IA1): <ul style="list-style-type: none"> <li>Action research</li> </ul>	25%	Summative internal assessment (IA3) <ul style="list-style-type: none"> <li>Investigation</li> </ul>	25%
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<b>Subject name</b>	<b>Sport and Recreation</b>												
<b>Subject code</b>	REC												
<b>Subject type</b>	Applied Subject												
<b>Prerequisites</b>	Nil												
<b>Course overview</b>	<p>Students will examine:</p> <ul style="list-style-type: none"> <li>• the relevance of sport and active recreation in our culture;</li> <li>• the contribution sport and active recreation makes to health &amp; well-being;</li> <li>• factors that influence participation;</li> <li>• how skills enhance participation and performance;</li> <li>• how interpersonal skill support effective interaction;</li> <li>• the promotion of safety in activities;</li> <li>• technology in activities; and</li> <li>• how the industry contributes to individual and community outcomes.</li> </ul>												
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<b>Subject name</b>	<b>Information and Communication Technology</b>																																						
<b>Subject code</b>	ICJ																																						
<b>Subject type</b>	Applied																																						
<b>Prerequisites</b>	Nil																																						
<b>Course overview</b>	<p>Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.</p> <p>Information &amp; Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.</p> <p>The skillsets developed feed directly into all career pathways including:</p> <ul style="list-style-type: none"> <li>- Business</li> <li>- Marketing</li> <li>- Creatives/Design-based careers</li> </ul>																																						
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<b>Subject name</b>	<b>Digital Solutions</b>																											
<b>Subject code</b>	DIS																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	At least a C level of achievement in Year 10 English and a C in Year 10 Maths or Maths Extension.																											
<b>Course overview</b>	<p>Technology has always played a vital role in improving quality of life by helping people create solutions to real-world problems. As technology continues to transform society, Australia needs innovative and enterprising individuals who can make informed decisions about the development, use and impact of emerging technologies. The Digital Solutions subject equips students with the skills to analyse problems, design and develop digital solutions, and understand the personal, social, economic and ethical implications of technology. Through learning about algorithms, programming, data, user interfaces and cybersecurity, students gain the knowledge needed to create effective and responsible digital solutions.</p> <p>Using a problem-based learning approach, students apply computational, design and systems thinking to develop solutions such as apps, websites, games, animations and robotic systems. They build essential 21st-century skills including critical and creative thinking, collaboration, communication, persistence and adaptability while working on complex, open-ended challenges. Digital Solutions prepares students for a wide range of future careers by developing their ability to innovate, work with data and technology, and contribute positively to a rapidly evolving digital world.</p>																											
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<b>Subject name</b>	<b>Japanese</b>																											
<b>Subject code</b>	JPS																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	At least a B level of achievement in Year 10 Japanese.																											
<b>Course overview</b>	<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 21<sup>st</sup> 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><b>Units 1 and 2</b> provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter.</p> <p><b>Units 3 and 4</b> 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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<b>Subject name</b>	<b>Spanish</b>																										
<b>Subject code</b>	SPN																										
<b>Subject type</b>	General Subject																										
<b>Prerequisites</b>	At least a B level of achievement in Year 10 Spanish.																										
<b>Course overview</b>	<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><b>Units 1 and 2</b> provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the key content areas.</p> <p><b>Units 3 and 4</b> 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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<b>Faculty</b>	<b>DESIGN TECHNOLOGY FACULTY</b>																											
<b>Subject name</b>	<b>Design</b>																											
<b>Subject code</b>	DES																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	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.																											
<b>Course overview</b>	<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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<b>Subject code</b>	EGR																											
<b>Subject type</b>	General Subject																											
<b>Prerequisites</b>	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.																											
<b>Course overview</b>	<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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<b>Faculty</b>	<b>SKILL CENTRE PATHWAYS</b>
<b>Subject name</b>	<b>Work Skills</b>
<b>Subject code</b>	WSK
<b>Subject type</b>	Elective Subject
<b>Location</b>	SKILL Centre
<b>Queensland Certificate of Education (QCE) credits</b>	This course does <u>not</u> contribute to the QCE.
<b>Prerequisites</b>	Application to join this subject is made through the SKILL Centre.
<b>Course overview</b>	<p>Students who take this subject will gain an understanding of the basic principles of cooking, gardening and project work which they can utilise in their everyday lives far beyond the school years. The class aims to:</p> <ul style="list-style-type: none"> <li>• Focus on pasture-to-plate principles using fresh produce from our extensive Mountain Harvest gardens.</li> <li>• Build a basic understanding of hospitality and kitchen skills.</li> <li>• Build a basic understanding of horticulture and garden maintenance.</li> </ul>
<b>Course outline</b>	<p>Student will learn:</p> <ul style="list-style-type: none"> <li>• Safe knife practices</li> <li>• Recipe reading and utilisation</li> <li>• Oven and hot plate safety</li> <li>• Grocery budgeting (weekly online Coles shop)</li> <li>• Budget building – how to create cost-friendly gardens</li> <li>• Sales and money handling (Mountain Harvest stalls)</li> <li>• Healthy and balanced nutrition</li> <li>• Seed and plant propagation</li> <li>• Natural pest control and companion planting</li> <li>• Importance of Insects and bees in propagation</li> </ul>
<b>Assessment</b>	This course does not include traditional assessment; instead, it focuses on evaluating students' ability to demonstrate practical skills and develop relevant workplace knowledge.

<b>Subject name</b>	<b>Life Links</b>
<b>Subject code</b>	LLP
<b>Subject type</b>	Elective Subject
<b>Location</b>	SKILL Centre
<b>Queensland Certificate of Education (QCE) credits</b>	This course does not contribute to the QCE.
<b>Prerequisites</b>	Application to join this subject is made through the SKILL Centre.
<b>Course overview</b>	<p>This course fosters personal, social and work-related skills.</p> <p>Year 11 and 12 Life Links 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>
<b>Course outline</b>	<p>Modules are based on students' interest areas and developmental needs, including:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Sport and Leisure</li> <li>• Independent Living</li> <li>• My Environment</li> <li>• Number Handling</li> <li>• Health and Wellbeing</li> <li>• World of Work</li> <li>• Science and Technology</li> <li>• The Wider World</li> <li>• Expressive Arts</li> <li>• Beliefs and Values</li> </ul>
<b>Assessment</b>	Assessment is based around developing key skills including teamwork, problem solving, IT skills, literacy and numeracy.

<b>Faculty</b>	<b>SKILL CENTRE SHORT COURSES</b>
<b>Subject name</b>	<b>Short Course Literacy</b>
<b>Subject code</b>	LIS
<b>Subject type</b>	One Semester - mandatory course for all Year 11 students, unless they are studying a 2-year English course.
<b>Queensland Certificate of Education (QCE) credits</b>	1 Credit Minimum numeracy requirement (for C and above grades)
<b>Prerequisites</b>	Application to join this subject is made through the SKILL Centre.
<b>Course overview</b>	Results in Short Course 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.
<b>Course outline</b>	<p>In this course of study, students:</p> <ul style="list-style-type: none"> <li>• learn a variety of strategies to develop and monitor their own learning</li> <li>• select and apply reading and oral strategies to comprehend and make meaning in texts</li> <li>• demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts</li> <li>• evaluate and communicate ideas and information in written, oral, visual or digital modes</li> <li>• learn and use textual features and conventions, including vocabulary and grammatical structures.</li> </ul> <p>Students will go on to study a Cert I in Financial Literacy in year 12 after completing this course</p>
<b>Assessment</b>	<p>A range of assessment techniques will be utilised throughout the course including:</p> <p>IA1A - Extended response - Written  IA1B - Student Learning Journal  IA2A - Extended response spoken/signed  IA2B - Reading comprehension</p>

<b>Subject name</b>	<b>Short Course Numeracy</b>
<b>Subject code</b>	NUS
<b>Subject type</b>	One Semester - mandatory course for all Year 11 students, unless they are studying a 2-year Maths course.
<b>Queensland Certificate of Education (QCE) credits</b>	1 Credit Minimum numeracy requirement (for C and above grades)
<b>Prerequisites</b>	Application to join this subject is made through the SKILL Centre.
<b>Course overview</b>	Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation as it is informed by, and articulates closely with, the numeracy requirements of the Year 9 numeracy Indicators.
<b>Course outline</b>	<p>In this course of study, students:</p> <ul style="list-style-type: none"> <li>• learn a variety of strategies to develop and monitor their own learning</li> <li>• identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work.</li> <li>• Use mathematical process and strategies to solve problems in a range of situations.</li> <li>• Reflect on outcomes and the appropriateness of mathematical processes used.</li> </ul> <p>Students will go on to study a Cert I in Financial Literacy in year 12 after completing this course</p>
<b>Assessment</b>	<p>A range of assessment techniques will be utilised throughout the course including:</p> <p>IA1A - Extended response oral mathematical presentation  IA1B - Student Learning Journal  IA2A - Short Response exam  IA2B - Student Learning Journal</p>

<b>Subject name</b>	<b>Social and Community Studies</b>
<b>Subject code</b>	SCS
<b>Subject type</b>	Elective Subject Year 12 ONLY
<b>Queensland Certificate of Education (QCE) credits</b>	2 Credits
<b>Location</b>	Skills Centre
<b>Prerequisites</b>	Application to join subject made to SKILL Centre
<b>Course overview</b>	<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>
<b>Course outline</b>	<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"> <li>• Legally it could be you</li> <li>• Money Management</li> <li>• Today's society</li> <li>• The World of Work</li> <li>• Health – Food and Nutrition</li> </ul>
<b>Assessment</b>	<p>Assessment styles present in this subject:</p> <p>Investigations, exams, extended responses and projects</p>