

2025 - 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>

The Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior schooling qualification. It is internationally recognised and a sign of academic and personal success. The QCE is also flexible and allows you to design a pathway that’s right for you — whether you plan to:

- study at university
- look for work
- complete technical and further education (TAFE) or other training.

Staff at MCSHS will work with you and your parents/carers to develop a plan to help you:

- think about your education, training and career goals after Year 12. SET planning in ONESCHOOL and Access classes will help you to research and identify possible pathways for your future studies.
- tailor your learning in Years 11 and 12 to your abilities, interests and ambitions. By participating in Student-led ECP (Educational Careers Pathway) meetings, you will be able to plan your current and future studies and act and reflect upon your learning progress.
- map your pathway to a Queensland Certificate of Education (QCE). The MyQCE website will help you to track your QCE credits and you will find numerous supporting information and links to future studies.

Pathways at Mountain Creek State High School



QCAA

The Queensland Tertiary Admissions Centre (QTAC) calculate ATARs for students at the end of Year 12. QTAC calculate your ATAR based on your results in either:

- 5 General subjects, or
- 4 General subjects, plus one Applied subject, or
- 4 General subjects, plus one VET qualification at Certificate III or above.



VOCATIONAL

Vocational Education & Training (VET) is an important part of senior schooling for many students.

Approximately 60% of Queensland senior students achieve VET qualifications. Courses are offered in Fitness, Skills for Work, Volunteering, Horticulture, Hospitality, Tourism, Early Childhood Education, Furniture Making, Engineering, Information Technology & Health Support Services. Click on the **MCSHS VET Website Link** to take you to current offerings & Course Information.



IBDP

The IB Diploma is a world-recognised curriculum for high academic achievers that prepares you for university study.

When you complete Years 11 and 12 in a Queensland IB school you will be awarded a Queensland Certificate of Education (QCE) in addition to the IB Diploma.



QCIA

The Queensland Certificate of Individual Achievement (QCIA) is a qualification which is highly supported by the SKILLS Centre. Participants can achieve up to 12 banked credits of the QCE program and have a curriculum individually tailored for them. A portfolio of evidence based on the student's studies is created which is moderated by an external body to ensure QCIA is met.

CURRICULUM FRAMEWORK

Currently, the senior years of schooling are directed by two curriculum frameworks, one operating within Education Queensland and the other externally moderated by the International Baccalaureate Organisation (IBO).

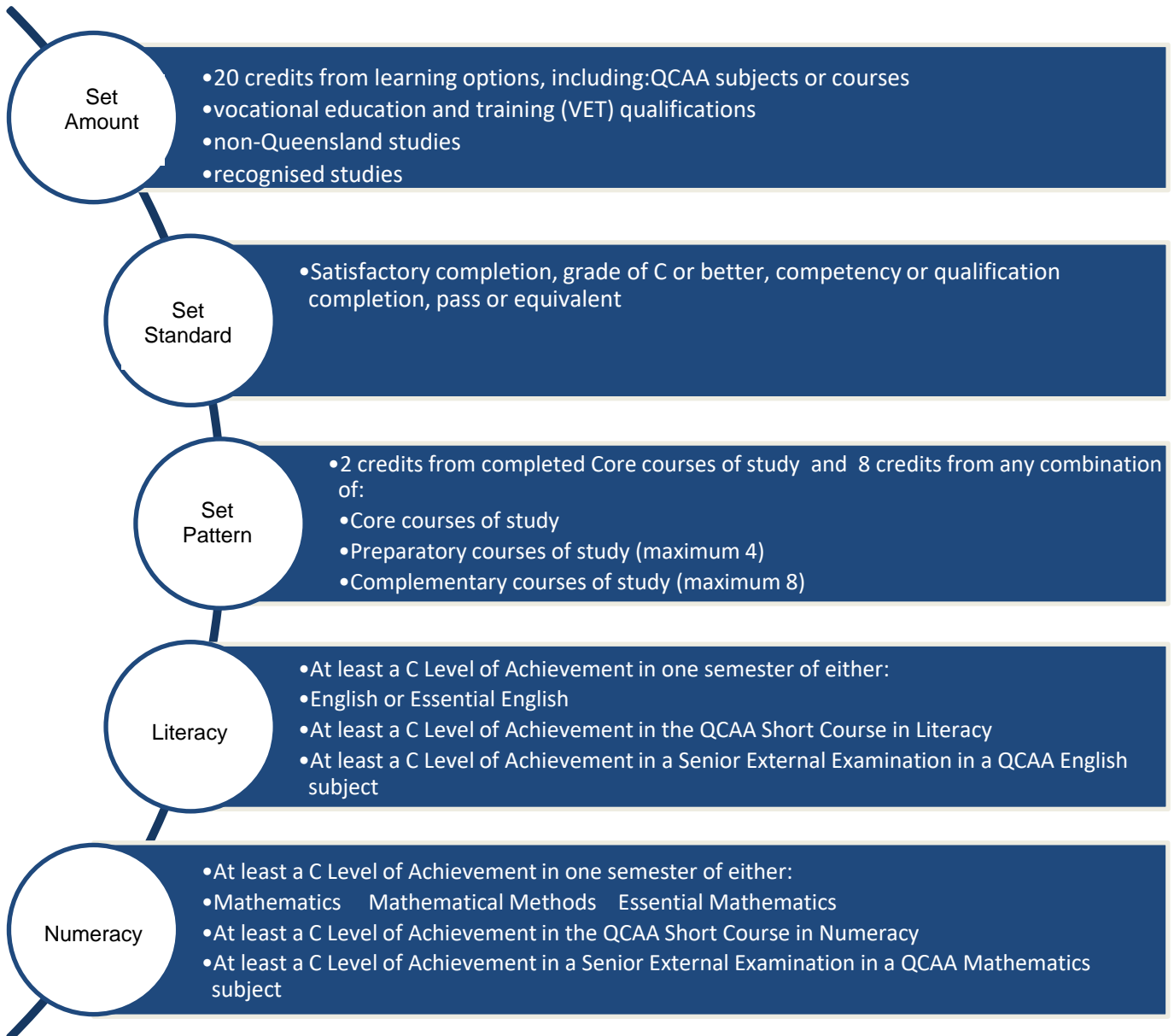
Year 10

While the Year 10 curriculum is guided by the KLA Syllabuses, the focus is on preparing students for the QCAA Senior School Certificate or the IB Diploma. The curriculum in Year 10 provides students with the opportunity to trial senior subjects to ensure that the subject selection for Year 11 and 12 are both relevant to career goals and provide the best opportunity for successful outcomes.




Year 11 and 12

Students in Year 11 and 12 have the option of studying either the Queensland Curriculum and Assessment Authority (QCAA) Senior Certificate.

QCE REQUIREMENTS



CORE SUBJECTS At least 12 credits must come from completed core courses of study

 <p>UP to 4 credits each</p> <p>General Subjects</p> <ul style="list-style-type: none"> • GENERAL SUBJECTS • Ancient History (2019) • Biology (2019) • Business (2019) • Chemistry (2019) • Dance (2019) • Design (2019) • Digital Solutions (2019) • Economics (2019) • Engineering (2019) • English (2019) • Film, Television & New Media (2019) • Mathematics (2019) • Geography (2019) • Health (2019) • Japanese (2019) • Legal Studies (2019) • Marine Science (2019) • Mathematical Methods (2019) • Modern History (2019) • Music (2019) • Physical Education (2019) • Physics (2019) • Spanish (2019) • Specialist Mathematics (2019) • Visual Art (2019) 	 <p>Up to 4 credits each</p> <p>Applied and VET Subjects</p> <ul style="list-style-type: none"> • APPLIED SUBJECTS • Essential English (2019) • Essential Mathematics (2019) • Aquatic Practices (2019) • Business Studies (2019) • Fashion (2019) • Information and Communication Technology (2019) • Music in Practice (2019) • Social and Community Studies (2019) • Sport and Recreation (2019) • Visual Arts in Practice (2019) • VOCATIONAL EDUCATION & TRAINING (VET) • Cert II up to 4 credits • Cert III up to 8 credits • For an accurate list of all VET Qualifications/ Courses offered go to the school Website: https://mountaincreekshs.qld.edu.au/curriculum/senior-secondary/vocational-education-and-training 	 <p>IBDP Subjects</p> <ul style="list-style-type: none"> • GROUP 1 Studies in Language and Literature • English A Literature SL HL • GROUP 2 Language Acquisition • Japanese Ab Initio SL • Spanish Ab Initio SL • Other HL • GROUP 3 Individual and Societies • Humanities • Business Management SL HL • History SL HL • Psychology SL HL • ESS SL • GROUP 4 Sciences • Biology SL HL • Chemistry SL HL • ESS SL • Physics SL HL • GROUP 5 Mathematics • Application and Interpretation SL HL • Analysis and Approaches SL HL • GROUP 6 The Arts • Music SL HL • Theatre SL HL • Visual Art SL HL • CORE COMPONENTS • TOK Theory of Knowledge • CAS Creativity, Action, Service • EE Extended Essay
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PREPARATORY SUBJECTS

A maximum of 4 credits can come from completed Preparatory courses of study

VET certificate I – Awarded	Up to 3 credits
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COMPLEMENTARY COURSE

A maximum of 8 credits can come from completed Complementary courses of study

University Subjects	Up to 8 credits
QCAA approved short courses	Up to 1 credit

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* Applied subjects	PREREQUISITES
	Prerequisites Year 10 Subject and Level of Achievement
English	At least a C+ level of achievement in Year 10 English. Students will otherwise be required to select Essential English.
Literature	At least a B level of achievement in Year 10 English
Essential English	Successful completion of Year 10 English. Students who achieve less than a C+ standard in Year 10 English are strongly recommended to study this Applied course.
Film, Television & New Media	At least a C level of achievement in Year 10 English or by interview with the HOD.
Mathematics General	At least a C+ level of achievement in Year 10 Prep General Maths.
Mathematical Methods	At least a C+ level of achievement in Year 10 Prep Methods Maths or (An A in Year 10 Prep General Maths may allow entry to this course, following an interview with HOD).
Specialist Mathematics	At least a B level of achievement in Year 10 Prep Methods Maths. Must also enrol in Mathematical Methods in Year 11.
Essential Mathematics *	Completion of Year 10 Maths at any achievement level. Students who do not achieve at least a C in Year 10 Prep General Maths will be enrolled in this subject.
Biology	At least a B level of achievement in Year 10 Preparatory Biology or an A level of achievement in Science.
Chemistry	At least a B level of achievement in Year 10 Preparatory Chemistry.
Physics	At least a B level of achievement in Year 10 Preparatory Physics.
Marine Science	At least a B level of achievement in Year 10 Preparatory Marine or an A level of achievement in Science.
Aquatic Practices *	Must have achieved satisfactory grades in behaviour throughout Year 10 and have a keen interest in the Marine Industry.
Psychology	At least a B level of achievement in any Year 10 Prep Science OR minimum of an A in General Science
Modern History	At least a C+ level of achievement in Year 10 History, Ancient History or Geography. At least a C+ level of achievement in Year 10 English.
Ancient History	At least a C+ level of achievement in Year 10 Geography, Ancient History or History. At least a C+ level of achievement in English.
Geography	At least a C+ level of achievement in Year 10 Geography, History or Ancient History. At least a C+ level of achievement in English.
Social and Community Studies *	Successful completion of Year 10 English.

Economics	At least a C level of achievement in Year 10 Economics or B in Year 10 English.
Business	At least a B level of achievement in Year 10 English and a C level of achievement in Mathematics.
Business Studies*	At least a C level of achievement in Year 10 English.
Accounting	At least a C level of achievement in Year 10 Maths and English.
Legal Studies	At least a B level of achievement in Year 10 English.
Fashion	At least a C level of achievement in Year 10 English.
Visual Art	At least a C level of achievement in Year 10 Art and Year 10 English or an interview (with folio) with the Head of Department.
Visual Arts in Practice*	At least a C level of achievement in Year 10 Art or an interview (with folio) with the Head of Department.
Drama	At least a C level of achievement in Year 10 Drama and Year 10 English or an interview with the Head of Department. An audition may also be required.
Dance	At least a C level of achievement in Year 10 Dance and Year 10 English, or an interview with the Head of Department (enrolment in external dance classes does not guarantee entry). A test and / or audition may also be required.
Music	At least a C level of achievement in Year 10 Music and Year 10 English or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition. Test and/or audition may be required.
Music Extension	Year 12 Only Students must be currently studying the parent General Subject Music (and already have completed two semesters of this subject in Year 11). Performance students undertaking this course are encouraged to seek private tuition on their chosen instrument/voice.
Music in Practice*	At least a C level of achievement in Year 10 Music or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition (Midi-based recording requires music reading ability and keyboard work).
Sport and Recreation – (Rugby League Strand) *	By invitation only. At least a B level of achievement in Year 10 Rugby League Development Program. A commitment to work in both theoretical and practical situations.
Physical Education	At least a B level of achievement in Year 10 English is required to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Year 10 Physical Education or sport specific subject.
Sport and Recreation – (General Strand)*	At least a C level in Year 10 English is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Year 10 PHE or Sport Specific subject.
Health Education	At least a C level of achievement in Year 10 English.
Digital Solutions	At least a B level in Year 10 English and Maths, or a C in Maths Extension, to be able to cope with the academic rigour of the subject. Alternatively, by permission of the Digital Innovation HOD. NOTE: It is not a prerequisite to have studied any IT subject previously

Information and Communication Technology*	At least a C level of achievement in Year 10 Maths and English, or with the approval of the Digital Innovation HOD.
Japanese	At least a B level of achievement in Year 10 Japanese.
Spanish	At least a B level of achievement in Year 10 Spanish.
Design	At least a B level in Year 10 English is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Design Concepts or Art in year 9 and 10.
Engineering	At least a B level in Year 10 English, Maths and Science is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Engineering Concepts in year 9 and 10.
Work Skills Kitchen SKILLS Centre	Admission to this class is done with consultation with a student's case manager at SKILLS upon enrolment or at the ECP meetings in Term three.
Work Skills Garden SKILLS Centre	Admission to this class is done with consultation with a student's case manager at SKILLS upon enrolment or at the ECP meetings in Term three.
ASDAN SKILLS Centre	Admission to this class is done with consultation with a student's case manager at SKILLS upon enrolment or at the ECP meetings in Term three.
Short Course – Literacy SKILLS Centre	Admission to this class is done with consultation with a student's case manager at SKILLS upon enrolment or at the ECP meetings in Term three.
Short Course – Numeracy SKILLS Centre	Admission to this class is done with consultation with a student's case manager at SKILLS upon enrolment or at the ECP meetings in Term three.

Faculty	ENGLISH FACULTY
Subject name	English
Subject code	ENG
Subject type	General Subject
Prerequisites	At least a C+ level of achievement in Year 10 English. Students will otherwise be required to select Essential English.
Course overview	<p>This course is essentially a study of how texts shape and reflect the world in which we live. Students enrolling in this course will be required to read a number of texts including novels and plays in their own time. It is a rigorous course which requires wide reading and regular engagements with news and current affairs. A minimum 30 minutes homework per day is expected to achieve satisfactorily in this course</p> <p>Students may choose to study English instead of Literature or as well as Literature. Students who are more analytical than creative may find that this is the more appropriate English course.</p> <p>A sound result in either General English or Literature is recommended or required for most Bachelor Degree courses at university. Remember to check the QTAC Year 10 Guide for a list of subject pre-requisites.</p>
Course outline	<p>Students will complete formative units 1 and 2 by end of term 3, year 11. Units 3 and 4 will be summative and carry over from term 4 year 11 to end of year 12.</p> <p>Unit 1: Perspectives and Texts Unit 2: Texts and Culture Unit 3: Textual Connections Unit 4: Close Study of Literary Texts</p>
Assessment	<p>There are four pieces of assessment in each year level, including extended written assignments, spoken presentations, imaginative written responses and analytical written responses.</p> <p>In year 12, there will be an external exam written and assessed by QCAA.</p>

Subject name	Literature
Subject code	LIT
Subject type	General Subject
Prerequisites	At least a C+ level of achievement in Year 10 English
Course overview	<p>Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Students may choose to study Literature instead of English or as well as English. Students who are more creative than analytical may find that this is the more appropriate English course.</p> <p>A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</p> <p>Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.</p> <p>A sound result in either General English or Literature is recommended or required for most Bachelor Degree courses at university. Remember to check the QTAC Year 10 Guide for a list of subject prerequisites.</p>
Course outline	<p>Unit One – Introduction to literary studies</p> <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts <p>Unit Two – Texts and Culture</p> <ul style="list-style-type: none"> • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure • Creating analytical and imaginative texts <p>Unit Three – Literature and identity</p> <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts <p>Unit Four – Independent explorations</p> <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts
Assessment	<p>In Year 11 formative assessments provide feedback to both students and teachers about each student's progress in the course of study.</p> <p>Assessment types may include:</p> <ul style="list-style-type: none"> • Imaginative spoken/multimodal response (25%) • Analytical written response (25%) • Extended imaginative response (25%) • Examination – analytical written response (25%) <p>In Year 12 students will complete a total of <i>four</i> summative assessments — three internal and one external — that count towards their final result.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Imaginative spoken/multimodal response (25%) • Analytical written response (25%) • Extended imaginative response (25%) • Examination – analytical written response (25%)

Subject name	Essential English
Subject code	ENE
Subject type	Applied Subject
Prerequisites	Completion of Year 10 English. Students who achieve less than a C+ standard in Year 10 English are strongly recommended to study this course.
Course overview	<p>The study of Essential English is a two year course, designed for students who need to develop their basic literacy skills. Students will learn through real-life and life-like activities.</p> <p>Students will cover four units over the two year course, related to the areas of Work, Community and Leisure.</p>
Course outline	<p>Students will complete formative Units 1 and 2 by end of Term 3, Year 11.</p> <p>Units 3 and 4 will be summative and carry over from Term 4, Year 11 to end of Year 12.</p> <p>Unit 1: Language that works Unit 2: Texts and Human Experiences Unit 3: Language that influences Unit 4: Representations and popular culture texts.</p>
Assessment	<p>There are four pieces of assessment in each year level, including extended spoken/signed responses, multimodal presentations, and extended written responses.</p> <p>In Year 12, there will be an exam written by QCAA.</p> <p>Assessment is equally written and oral components.</p> <p>Summative assessments are endorsed by QCAA.</p>

Subject name	Film, Television and New Media
Subject code	FTM
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 English or by interview with the HOD.
Course overview	<p>Film, Television & New Media is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 are studied in Y11; 3 and 4 are studied in Y12.</p> <p>Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3.</p>
Course outline	<p>Subject matter in Film, Television & New media is organised by key concepts and guiding inquiry questions. The inquiry questions below frame each unit.</p> <p>Unit 1: Foundation</p> <ul style="list-style-type: none"> • Technologies: How are tools and associated processes used to create meaning? • Institutions: How are institutional practices influenced by social, political and economic factors? • Languages: How do signs and symbols, codes and conventions create meaning? <p>Unit 2: Story forms</p> <ul style="list-style-type: none"> • Representations: How do representations function in story forms? • Audiences: How does the relationship between story forms and meaning change in different contexts? • Languages: How are media languages used to construct stories?
Assessment	<p>In Units 1 and 2 assessment is formative; Units 3 and 4 are summative.</p> <p>Formative assessments provide feedback to both students and teachers about each student's progress in the course of study. Schools develop internal assessments based on the learning described in Units 1 and 2 of the subject syllabus.</p> <p>Summative assessments are endorsed by QCAA.</p> <p>Students carry out a case study investigation in response to a theme. They go on to design and produce a film for entry into competition.</p>

Faculty	MATHEMATICS FACULTY
Subject name	Mathematics General
Subject code	MAG
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 Prep General Maths.
Course overview	<p>Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship.</p> <p>Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.</p> <p>Students are expected to exhibit self-motivation and to study at least 1-2 hours per week outside class time.</p>
Course outline	<p>Unit 1:</p> <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs <p>Unit 2:</p> <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices <p>Univariate data analysis</p>
Assessment	<p>Assessment instruments will be both formative and summative. Unit 1 and 2 assessments will be formative and will include Exams and a Problem-solving and modelling task. Unit 3 and 4 assessments will be summative for ATAR ranking and of similar style to those administered in Units 1 and 2, although an additional external assessment piece will be undertaken, constituting 50% of the overall grade awarded.</p> <p>Problem-solving and modelling tasks will be assessed using the criterion: <i>Formulate, Solve, Evaluate and Verify and Communicate</i>.</p> <p>Exams will assess across three degrees of difficulty: <i>Simple Familiar, Complex Familiar and Complex Unfamiliar</i>.</p> <p>All assessment items allow access to a scientific calculator.</p> <p>Students will be awarded a numerical score for this subject as well as an equivalent A-E rating.</p> <p>Unit 1:</p> <ul style="list-style-type: none"> • 1 x 120 minute Exam papers <p>Unit 2:</p> <ul style="list-style-type: none"> • Problem-solving and modelling task • 1 x 120 minute Exam papers <p>EXTERNAL UNIT 3 AND 4 ASSESSMENT:</p> <ul style="list-style-type: none"> • 90 minute EXTERNAL Simple Exam, assessing units 3 AND 4 • 90 minute EXTERNAL Complex Exam, assessing units 3 AND 4

Subject name	Mathematical Methods	
Subject code	MAM	
Subject type	General Subject	
Prerequisites	At least a C+ level of achievement in Year 10 Prep Methods Maths (an A in Year 10 Prep General Maths may allow entry to this course, following an interview with HOD).	
Course overview	<p>In mathematical methods, advanced mathematical skills are developed which form the basis for further study in mathematics. Advances in technology have not only resulted in an increased need for, and use of these mathematical skills in traditional careers of engineering or the natural or physical sciences, but also as tools in fields as diverse as business, psychology, computer science, medical and health sciences and education. Students who undertake Mathematical Methods will see the connections between mathematics and other innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.</p> <p>Students are expected to exhibit self-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>	
Course outline	<p>Unit 1:</p> <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables
	<p>Unit 2:</p> <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	<p>Unit 4:</p> <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions
Assessment	<p>Assessment instruments will be both formative and summative. Unit 1 and 2 assessments will be formative and will include Exams and a Problem-solving and modelling task. Unit 3 and 4 assessments will be summative for ATAR ranking and of familiar style to those administered in Units 1 and 2, although an additional external assessment piece will be undertaken, constituting 50% of the overall grade awarded.</p> <p>Problem-solving and modelling tasks will be assessed using the criterion: Formulate, Solve, Evaluate and Verify and Communicate.</p> <p>Exams will assess across three degrees of difficulty: Simple Familiar, Complex Familiar and Complex Unfamiliar. Some assessment items require access to a graphics display calculator while others do not permit any calculator. Students will be awarded a numerical score for this subject as well as an equivalent A-E rating.</p>	
	<ul style="list-style-type: none"> • Unit 1: • 60 minute Technology inactive Exam • 60 minute Technology active Exam <p>Unit 2:</p> <ul style="list-style-type: none"> • 60 minute Technology inactive Exam, assessing Unit 2 • 60 minute Technology active Exam, assessing Unit 2 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Problem-solving and modelling task • 60 minute Technology inactive Exam • 60 minute Technology active Exam <p>Unit 4:</p> <ul style="list-style-type: none"> • 60 minute Technology inactive Exam • 60 minute Technology active Exam

- Problem solving and modelling task

EXTERNAL UNIT 3 and 4 ASSESSMENT:

- 90 minute **EXTERNAL** Technology inactive **Exam**, assessing Units 3 **AND** 4
- 90 minute **EXTERNAL** Technology active **Exam**, assessing Units 3 **AND** 4

Subject name	Mathematics Specialist	
Subject code	MAS	
Subject type	General Subject	
Prerequisites	At least a B level of achievement in Year 10 Prep Methods Maths. Must also enrol in Mathematical Methods in Year 11.	
Course overview	<p>In Specialist Mathematics students are given the opportunity to develop their true mathematical potential and extend the knowledge acquired in Mathematical Methods. The additional rigour and structure of the mathematics required in Specialist Mathematics will equip students with valuable skills and provide an excellent preparation for further study of Mathematics.</p> <p>Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.</p> <p>The study of Specialist Mathematics is recommended for students pursuing careers in Medicine, Engineering, Computer Science, Finance and Economics, as well as those students who genuinely enjoy mathematics as a subject.</p> <p>Students are expected to exhibit self-motivation and to study at least 2-3 hours per week outside class time.</p> <p>A graphics calculator is essential and is available on lease or purchase from the student administration.</p>	
Course outline	<p>Unit 1:</p> <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices <p>Unit 2:</p> <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices <p>Unit 4:</p> <ul style="list-style-type: none"> • Integration techniques • Application of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference
Assessment	<p>Assessment instruments will be both formative and summative. Unit 1 and 2 assessments will be formative and will include Exams and a Problem-solving and modelling task. Unit 3 and 4 assessments will be summative and of similar style to those administered in Units 1 and 2, although an additional external assessment piece will be undertaken, constituting 50% of the overall grade awarded.</p> <p>Problem-solving and modelling tasks will be assessed using the criterion: <i>Formulate, Solve, Evaluate and Verify and Communicate</i>.</p> <p>Exams will assess across three degrees of difficulty: <i>Simple Familiar, Complex Familiar and Complex Unfamiliar</i>.</p> <p>Some assessment items require access to a graphics display calculator while others do not permit any calculator.</p> <p>Students will be awarded a numerical score for this subject as well as an equivalent A-E rating.</p>	

	<p>Unit 1:</p> <ul style="list-style-type: none"> • 60 minute Technology inactive Exam • 60 minute Technology Exam <p>Unit 2:</p> <ul style="list-style-type: none"> • Problem-solving and modelling task • 60 minute Technology inactive Exam, assessing unit 2 • 60 minute Technology Exam, assessing Unit 2 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Problem-solving and modelling task • 60 minute Technology inactive Exam • 60 minute Technology Exam <p>Unit 4:</p> <ul style="list-style-type: none"> • 60 minute Technology inactive Exam, assessing unit 4 • 60 minute Technology Exam, assessing Unit 4
	<p>EXTERNAL UNIT 3 AND 4 ASSESSMENT:</p> <ul style="list-style-type: none"> • 90 minute EXTERNAL Technology inactive Exam, assessing units 3 AND 4 • 90 minute EXTERNAL Technology Exam, assessing units 3 AND 4 	

Subject name	Mathematics Essential	
Subject code	MAE	
Subject type	Applied Subject	
Prerequisites	Completion of Year 10 Maths at any achievement level. Students who do not achieve at least a C in Year 10 Prep General Maths will be enrolled in this subject. Students who study Year 10 Essential Mathematics Prep program will progress to this level of study.	
Course overview	<p>Essential Mathematics provides opportunities for students to improve their numeracy skills to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge, skills and communication.</p> <p>Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.</p> <p>Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.</p> <p>Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.</p>	
Course outline	<p>Unit 1:</p> <ul style="list-style-type: none"> • Number • Representing data • Graphs 	<p>Unit 3:</p> <ul style="list-style-type: none"> • Measurement • Scales, plans and models • Summarising and comparing data
	<p>Unit 2:</p> <ul style="list-style-type: none"> • Managing money • Time and motion • Data collection 	<p>Unit 4:</p> <ul style="list-style-type: none"> • Bivariate graphs • Probability and relative frequencies • Loans and compound interest
Assessment	<p>Assessment instruments will be both formative and summative. Unit 1 and 2 assessments will be formative and will include Exams and Problem-solving and modelling tasks. Unit 3 and 4 assessments will be summative and of similar style to those administered in Units 1 and 2. The exam administered for Unit 3 will be an externally set exam, common to all students in Queensland studying Essential Mathematics. All assessment instruments have equal weighting when arriving at exit levels.</p> <p>Problem-solving and modelling tasks will be assessed using the criterion: Formulate, Solve, Evaluate and Verify and Communicate.</p> <p>Exams will assess across three degrees of difficulty: Simple Familiar, Complex Familiar and Complex Unfamiliar.</p> <p>All assessment items allow access to a scientific calculator.</p> <p>Students will be awarded a numerical score for this subject as well as an equivalent A-E rating.</p>	

	<p>Unit 1:</p> <ul style="list-style-type: none">• Problem-solving and modelling task• 60 minute Exam	<p>Unit 3:</p> <ul style="list-style-type: none">• Problem-solving and modelling task• 60 minute Exam – Externally written Common Assessment item across QLD.
	<p>Unit 2:</p> <ul style="list-style-type: none">• Problem-solving and modelling task• 60 minute Exam	<p>Unit 4:</p> <ul style="list-style-type: none">• Problem-solving and modelling task• 60 minute Exam

Faculty	SCIENCE FACULTY
Subject name	Biology
Subject code	BIO
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 Preparatory Biology or an A level of achievement in Science.
Course overview	<p>Biology provides opportunities for students to engage with living systems. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.</p> <p>Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.</p> <p>A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.</p>
Course outline	<p>Unit 1 Cells and Multicellular Organisms</p> <ul style="list-style-type: none"> • Topic 1: Cells as the Basis of Life • Topic 2: Multicellular Organisms <p>Unit 2 Maintaining the Internal Environment</p> <ul style="list-style-type: none"> • Topic 1: Homeostasis • Topic 2: Infectious Disease <p>Unit 3 Biodiversity and the Interconnectedness of Life</p> <ul style="list-style-type: none"> • Topic 1: Describing Biodiversity • Topic 2: Ecosystem Dynamics <p>Unit 4 Heredity and the continuity of life.</p> <ul style="list-style-type: none"> • Topic 1: DNA, Genes and the Continuity of Life • Topic 2: Continuity of Life on Earth
Assessment	<p>In Year 11 formative assessments provide feedback to both students and teachers about each student's progress in the course of study.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • Exams (50%) <p>In Year 12 students will complete a total of <i>four</i> summative assessments — three internal and one external — that count towards their final mark.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • External Exam (50%)

Subject name	Chemistry
Subject code	CHM
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 Preparatory Chemistry.
Course overview	<p>Chemistry is the study of materials and their properties and structure.</p> <p>Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.</p> <p>Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.</p> <p>A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.</p>
Course outline	<p>Unit 1 Chemical Fundamentals – Structure, Properties and Reactions</p> <ul style="list-style-type: none"> • Topic 1: Properties and Structure of Atoms • Topic 2: Properties and Structure of Materials • Topic 3: Chemical Reactions – reactants, products and energy change <p>Unit 2 Molecular Interactions and Reactions</p> <ul style="list-style-type: none"> • Topic 1: Intermolecular Forces and Gases • Topic 2: Aqueous Solutions and Acidity • Topic 3: Rates of Chemical Reactions <p>Unit 3 Equilibrium, Acids and Redox Reactions</p> <ul style="list-style-type: none"> • Topic 1: Chemical Equilibrium Systems • Topic 2: Oxidation and Reduction <p>Unit 4 Structure, Synthesis and Design</p> <ul style="list-style-type: none"> • Topic 1: Properties and Structures of Organic Materials • Topic 2: Chemical Synthesis and Design
Assessment	<p>In Year 11 formative assessments provide feedback to both students and teachers about each student's progress in the course of study.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • Exams (50%) <p>In Year 12 students will complete a total of <i>four</i> summative assessments — three internal and one external — that count towards their final mark.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • External Exam (50%)

Subject name	Physics
Subject code	PHY
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 Preparatory Physics.
Course overview	<p>Physics provides opportunities for students to engage with classical and modern understandings of the universe.</p> <p>Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.</p> <p>A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.</p>
Course outline	<p>Unit 1 Thermal, Nuclear and Electrical Physics</p> <ul style="list-style-type: none"> • Topic 1: Heating Processes • Topic 2: Ionising Radiation and Nuclear Reactions • Topic 3: Electrical Circuits <p>Unit 2 Linear Motions and Waves</p> <ul style="list-style-type: none"> • Topic 1: Linear Motion and Force • Topic 2: Waves <p>Units 3 Gravity and Electromagnetism</p> <ul style="list-style-type: none"> • Topic 1: Gravity and Motion • Topic 2: Electromagnetism <p>Unit 4 Revolutions in Modern Physics</p> <ul style="list-style-type: none"> • Topic 1: Special Relativity • Topic 2: Quantum Theory • Topic 3: The Standard Model
Assessment	<p>In Year 11 formative assessments provide feedback to both students and teachers about each student's progress in the course of study. The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • Exams (50%) <p>In Year 12 students will complete a total of <i>four</i> summative assessments — three internal and one external — that count towards their final mark. The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • External Exam (50%)

Subject name	Marine Science
Subject code	MRN
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 Preparatory Marine or an A level of achievement in Science
Course overview	<p>Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.</p> <p>Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.</p> <p>Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.</p> <p>A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.</p>
Course outline	<p>Unit 1 Oceanography</p> <ul style="list-style-type: none"> • Topic 1: An Ocean Planet • Topic 2: The Dynamic Shore <p>Unit 2 Marine Biology</p> <ul style="list-style-type: none"> • Topic 1: Marine Ecology and Biodiversity • Topic 2: Marine Environmental Management <p>Unit 3 Marine Systems – Connection and Change</p> <ul style="list-style-type: none"> • Topic 1: The Reef and Beyond • Topic 2: Changes on the Reef <p>Unit 4 Ocean Issues and Resource Management</p> <ul style="list-style-type: none"> • Topic 1: Oceans of the Future • Topic 2: Managing Fisheries
Assessment	<p>In Year 11 formative assessments provide feedback to both students and teachers about each student's progress in the course of study.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • Exams (50%) <p>In Year 12 students will complete a total of <i>four</i> summative assessments — three internal and one external — that count towards their final mark.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • External Exam (50%)

Subject Name	Aquatic Practices
Subject code	AQP
Subject type	Applied Subject
Prerequisites	Must have achieved satisfactory grades in behaviour throughout Year 10 and have a keen interest in the Marine Industry.
Course overview	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.
Course outline	<p>A course of study for Aquatic Practices includes the four areas of study:</p> <p>Unit 1 - Recreational and Commercial Fishing (including constructing a fishing rod)</p> <p>Unit 2 - Using the Aquatic Environment (including learning how to snorkel)</p> <p>Unit 3 – Marine Vessels (including constructing a wooden model boat)</p> <p>Unit 4 - Coastlines and Navigation (including Navigating a course by boat through a local waterway)</p>
Assessment	<p>Assessment consists of four instruments from the techniques of:</p> <ul style="list-style-type: none"> • Practical Project • Applied Investigation

Faculty	HUMANITIES
Subject name	Modern History
Subject code	MHS
Subject type	General Subject
Prerequisites	At least a C+ level of achievement in Year 10 History, Ancient History or Geography. At least a C+ level of achievement in Year 10 English.
Course overview	Senior Modern History focuses ideas, movements, events and people which have shaped our world since the French Revolution. Through Modern History students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations.
Course outline	<p>Unit One – Ideas in the Modern World</p> <p>Topic One – French Revolution</p> <p>Topic Two – Meiji Revolution (Japan)</p> <p>Unit Two – Movements in the Modern World</p> <p>Topic One – Australian Indigenous Movement</p> <p>Topic Two – Civil Rights in America</p> <p>Unit Three – National Experiences in the Modern World</p> <p>Topic One – Germany</p> <p>Topic Two – China</p> <p>Unit Four – International experiences in the Modern World</p> <p>Topic One – Cold War</p> <p>Topic Two – Australian engagement with Asia</p> <p>(Unit One and Two, and Unit Three topic one will be completed in Year 11. The other units and topics will be completed in Year 12)</p>
Assessment	<p>Internal Assessment One – 25% - Response to Historical Sources</p> <p>Internal Assessment Two – 25% - Independent Sources Investigation</p> <p>Internal Assessment Three – 25% - Historical Essay Based on Research</p> <p>External Assessment – 25% - Short Response to Historical Sources</p>

Subject name	Ancient History
Subject code	AHS
Subject type	General Subject
Prerequisites	At least a C+ level of achievement in Year 10 History, Ancient History or Geography. At least a C+ level of achievement in Year 10 English.
Course overview	Senior Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.
Course outline	<p>Unit One – Investigating the Ancient World</p> <ul style="list-style-type: none"> • Topic One – Digging up the Past • Topic Two – Ancient societies: beliefs, rituals and funerary practices <p>Unit Two – Personalities in their Time</p> <ul style="list-style-type: none"> • Topic One – Hannibal Barca • Topic Two – Alexander the Great <p>Unit Three – Reconstructing the Ancient World</p> <ul style="list-style-type: none"> • Topic One – Fifth Century Greece • Topic Two – Early Imperial Rome <p>Unit Four – People, power and authority</p> <ul style="list-style-type: none"> • Topic One – The Persian Wars • Topic Two – Augustus <p>(Unit One and Two, and Unit Three topic one will be completed in year 11. The other units and topics in year 12)</p>
Assessment	<p>Internal Assessment One – 25% - Response to Historical Sources</p> <p>Internal Assessment Two – 25% - Independent Sources Investigation</p> <p>Internal Assessment Three – 25% - Historical Essay Based on Research</p> <p>External Assessment – 25% - Short Response to Historical Sources</p>

Subject name	Geography
Subject code	GEG
Subject type	General Subject
Prerequisites	At least a C+ level of achievement in Year 10 History, Ancient History or Geography. At least a C+ level of achievement in Year 10 English.
Course overview	In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effect on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales.
Course outline	<p>Unit One – Responding to risk and vulnerability in hazard zones</p> <ul style="list-style-type: none"> • Topic One – Natural hazard zones • Topic Two – Ecological hazard zones <p>Unit Two – Planning sustainable places</p> <ul style="list-style-type: none"> • Topic One – Responding to challenges facing a place in Australia • Topic Two – Managing the challenges facing a megacity <p>Unit Three – Responding to land cover transformations</p> <ul style="list-style-type: none"> • Topic One – Land cover transformations and climate change • Topic Two – Responding to local land cover transformations <p>Unit Four – Managing Population</p> <ul style="list-style-type: none"> • Topic One – Population challenges in Australia • Topic Two – Global population change <p>(Unit One and Two, and Unit Three topic One will be completed in Year 11. The other units and topics in Year 12)</p>
Assessment	<p>Internal Assessment One – 25% - Combination Exam</p> <p>Internal Assessment Two – 25% - Field Report</p> <p>Internal Assessment Three – 25% - Data Report</p> <p>External Assessment – 25% - Combination Exam (short and extended responses)</p>

Subject name	Social and Community Studies
Subject code	SCS
Subject type	Applied Subject
Prerequisites	Successful completion of Year 10 English
Course overview	Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens. Social
Course outline	<p>Year 11</p> <p>Unit 1. Legal and digital citizenship</p> <p>In this unit, students investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. Students also consider responsible use of digital technology.</p> <p>Assessment:</p> <p>1.1 Extended response to stimulus related to a legal issue that is relevant to young Australians</p> <p>1.2 Project - Develop an educational resource to promote a digital technology and wellbeing initiative.</p> <p>Unit 2. Relationships and work environments</p> <p>Students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work and effective relationships, including those at work. In this unit, students have opportunities to improve teamwork skills, including strategies for working constructively with people with different views and beliefs.</p> <p>Assessment:</p> <p>2.1. Project - Develop an instructional text or performance to provide advice on strategies for conducting effective relationships.</p> <p>2.2. Investigation - Investigate an issue related to the work environment or employment</p> <p>Year 12</p> <p>Arts and identity</p> <p>In this unit, students explore markers of identity as a social construct. They investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities.</p> <p>Assessment:</p> <p>3.1. Project - Students produce an informative text examining the role the arts play in shaping identities.</p> <p>3.2. Investigation- Students investigate factors that influence the construction and representation of personal or group identities.</p> <p>Lifestyle and financial choices</p> <p>In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. Lifestyle issues may include; fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities and challenges, and barriers to sustainability that result from different community and personal behaviours. Students also explore money management, including financial needs at different life stages and contemporary financial issues e.g., financing major personal expenses, credit and consumer protection.</p> <p>Assessment:</p> <p>Project - Students develop recommendations to address a selected issue related to contemporary lifestyles.</p>

	Extended response to stimulus related to a money management issue that is relevant to young Australians.
Assessment	Assessment styles present in this subject: Investigations, exams, extended responses and projects

Subject name	Psychology	
Subject code	PSY	
Subject type	General Subject	
Prerequisites	At least a B level of achievement in any Year 10 Prep Science OR minimum of an A in General Science	
Course overview	<p>Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Psychology aims to develop students’:</p> <ul style="list-style-type: none"> • interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues • appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour • understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations • ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence • ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence • ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres. 	
Course outline	<p>Year 11</p> <p>Unit One – Individual Development</p> <ul style="list-style-type: none"> • Psychological Science • The Role of the Brain • Cognitive Development • Human Consciousness and Sleep <p>Unit Two – Individual Behaviour</p> <ul style="list-style-type: none"> • Psychological Science • Intelligence • Diagnosis • Psychological Disorders and Treatments • Emotion and Motivation 	<p>Year 12</p> <p>Unit Three – Individual Thinking</p> <ul style="list-style-type: none"> • Localisation of Function in the Brain • Visual Perception • Memory • Learning <p>Unit Four – The Influence of Others</p> <ul style="list-style-type: none"> • Social Psychology • Interpersonal Processes • Attitudes <p>Cross-cultural Psychology</p>
Assessment	<p>In Year 11 formative assessments provide feedback to both students and teachers about each student’s progress in the course of study.</p> <p>In Year 12 students will complete a total of <i>four</i> summative assessments — three internal and one external — that count towards their final mark.</p> <p>The four assessment types include:</p> <ul style="list-style-type: none"> • Data Test (10%) • Student Experiment (20%) • Research Investigation (20%) • External Exam (50%) 	

Faculty	BUSINESS FACULTY
Subject name	Economics
Subject code	ECN
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 Economics or Year B in Year 10 English.
Course overview	Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.
Course outline	<p>Year 11</p> <p>Unit 1 - Markets & Models (Scarcity; Demand & Supply)</p> <ul style="list-style-type: none"> • Topic 1: The basic economic problem • Topic 2: Economic flows • Topic 3: Market forces <p>Unit 2 - Modified markets</p> <ul style="list-style-type: none"> • Topic 1: Markets and efficiency • Topic 2: Case options of market measures and strategies <p>Year 12</p> <p>Unit 3 - International economics</p> <ul style="list-style-type: none"> • Topic 1: The international trade • Topic 2: Global economic issues <p>Unit 4 - Contemporary macroeconomics</p> <ul style="list-style-type: none"> • Topic 1: Macroeconomic objectives and theory • Topic 2: Economic indicators and past budget stances • Topic 3: Economic Management
Assessment	<p>Year 11 - Formative internal assessment</p> <p>Year 12 - Summative assessment</p> <ul style="list-style-type: none"> • IA1: Examination combination response (25%) • IA2: Investigation - research report (25%) • IA3: Examination - extended response to stimulus (25%) • EA: Examination - combination response (25%)

Subject name	Business
Subject code	BUS
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 English
Course overview	<p>Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.</p> <p>The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.</p>
Course outline	<p>Year 11</p> <p>Unit 1 - Business creation</p> <ul style="list-style-type: none"> • Topic 1: Fundamentals of business • Topic 2: Creation of business ideas <p>Unit 2 - Business growth</p> <ul style="list-style-type: none"> • Topic 1: Establishment of a business • Topic 2: Entering markets <p>Year 12</p> <p>Unit 3 - Business diversification</p> <ul style="list-style-type: none"> • Topic 1: Competitive markets • Topic 2: Strategic development <p>Unit 4 - Business evolution</p> <ul style="list-style-type: none"> • Topic 1: Repositioning a business • Topic 2: Transformation of business
Assessment	<p>Year 11 - Formative internal assessment</p> <p>Year 12 - Summative assessment</p> <p>IA1: Examination Combination response (25%) IA2: Investigation - business report (25%) IA3: Extended response - feasibility report (25%) EA: Examination - combination response (25%)</p>

Subject name	Business Studies
Subject code	BSQ
Subject type	Applied Subject
Prerequisites	At least a C level of achievement in Year 10 English
Course overview	<p>A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.</p> <p>Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.</p>
Course outline	<p>Unit 1: Working in events Unit 2: Working in Finance Unit 3: Working in marketing Unit 4: Entrepreneurship</p>
Assessment	<p>Business studies assessment techniques:</p> <ul style="list-style-type: none"> • Project • Extended response

Subject name	Legal Studies
Subject code	LEG
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 English.
Course overview	<p>Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.</p> <p>Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.</p>
Course outline	<p>Year 11</p> <p>Unit 1 - Beyond reasonable doubt</p> <ul style="list-style-type: none"> • Topic 1: Legal foundations • Topic 2: Criminal investigation process • Topic 3: Criminal Trial process • Topic 4: Punishment and sentencing <p>Unit 2 - Balance of probabilities</p> <ul style="list-style-type: none"> • Topic 1: Civil law foundations • Topic 2: Contractual obligations • Topic 3: Negligence and duty of care <p>Year 12</p> <p>Unit 3 - Law, governance and change</p> <ul style="list-style-type: none"> • Topic 1: Governance in Australia • Topic 2: Law reform within a dynamic society <p>Unit 4 - Human rights in legal contexts</p> <ul style="list-style-type: none"> • Topic 1: Human rights • Topic 2: The effectiveness of Australia's legal response to international law and human rights. • Topic 3: Human rights in Australian contexts <p>Assessment</p> <p>Year 11 - Formative internal assessment Year 12 - Summative assessment IA1: Examination Combination response (25%) IA2: Investigation - inquiry report (25%) IA3: Investigation - analytical essay (25%) EA: Examination - combination response (25%)</p>

Subject name	Fashion
Subject code	FAZ
Subject type	Applied Subject
Prerequisites	At least a C level of achievement in Year 10 English.
Course overview	<p>Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.</p> <p>The subject Fashion connects students directly to the greater world and prepares students for further education / employment and a productive life beyond secondary school in a global society. A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.</p> <p>Successful completion contributes 4 credits towards QCE</p>
Course outline	<p>Unit 1:</p> <p>Module 1. Cyclic Nature of Fashion</p> <ul style="list-style-type: none"> • Exploring fashion history and trends <p>Module 2. Talk the Stylist's Walk</p> <ul style="list-style-type: none"> • Establishing a design aesthetics and blogging <p>Unit 2:</p> <p>Module 3. Fashion Watch</p> <ul style="list-style-type: none"> • Designing as a hyperthetical • Design assistance for a renound designer <p>Unit 3:</p> <p>Module 4. Theatrical Design</p> <ul style="list-style-type: none"> • Writing a costume review for a musical • Designing a costume under the creative directors brief for MCSHS musical <p>Unit 4:</p> <p>Module 5. Runway Ready</p> <ul style="list-style-type: none"> • Designing a mini collection for the catwalk • Writing an informative blog on capsule collections
Assessment	<p>Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on various tasks.</p> <p>Fashion assessment techniques:</p> <ul style="list-style-type: none"> • Project • Investigation • Extended response • Product

Faculty	CREATIVE INDUSTRIES FACULTY
Subject name	Visual Art
Subject code	ART
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 Art and Year 10 English or an interview (with folio) with the Head of Department.
Course overview	<p>The Visual Art course involves both making and responding components. Students learn to research, develop, reflect and resolve concepts, techniques and processes related to art.</p> <p>Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. The demand for creativity from employees is rising in a world of rapid technological change.</p> <p>To cover the costs of the broad range of consumable art media that students are supplied with to complete the course, a subject fee is applicable. This will also cover expenses related to the Responding component; e.g. art gallery visits. Students are strongly recommended to attend workshops and experiences organized by the Creative Industries Faculty. These experiences will attract a user pays fee.</p> <p>The project components of the Visual Art course can be very demanding and will require students to work at school out of hours to complete art works requiring school equipment and school facilities.</p>
Course outline	<p>Unit One: Art As Lens</p> <ul style="list-style-type: none"> • Students look at their material world, applying different lenses or viewpoints. <p>Unit Two: Art As Code</p> <ul style="list-style-type: none"> • Students learn how visual language is capable of expressing complex ideas. <p>Unit Three: Art As Knowledge</p> <ul style="list-style-type: none"> • Students frame a self-directed inquiry question in response to a stimulus excursion. They make and respond to art works in their assessment. <p>Unit Four: Art As Alternate</p> <ul style="list-style-type: none"> • Students continue and build on their focus, knowledge and art practice using divergent ways of thinking. They make and respond to art works in their assessment.
Assessment	<p>Assessment types include:</p> <ul style="list-style-type: none"> • 2 x Project - art making 25% & 30% • Investigation - written report or multi-modal presentation 20% • Examination - Extended response 25%

Subject name	Visual Arts in Practice
Subject code	VAP
Subject type	Applied Subject
Prerequisites	At least a C level of achievement in Year 10 Art or an interview (with folio) with the Head of Department
Course overview	In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.
Course outline	<p>Visual Arts in Practice is a four-unit course of study.</p> <p>Students will study the following units</p> <ul style="list-style-type: none"> • Looking Inwards • Looking outwards • Clients • Transform and extend <p>During this course of study, students will:</p> <ul style="list-style-type: none"> • Use visual arts practices • Plan artworks • Communicate ideas • Evaluate artworks.
Assessment	<p>Assessment types include: Projects and resolved artworks.</p> <p>Where needed, this folio will be suitable to gain entry to further study.</p>

Subject name	Drama
Subject code	DRA
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 Drama and a C level of achievement in any Year 10 English or an interview with the Head of Department.
Course overview	<p>Drama, as one of the oldest art forms known, provides a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts.</p> <p>The Drama course involves both making and responding components. Making is working in the art form as artist. Responding is working about the art form as audience.</p> <p>A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways. The demand for creativity from employees is rising in a world of rapid technological change.</p> <p>Due to the demanding nature of this course all practical and written aspects require students to use their own time both individually and in groups. Attending live performances and presenting work to public audiences is a part of Drama studies. This may require students to attend rehearsals and perform outside of normal school hours. Drama students are strongly recommended to attend theatre trips and workshops organized by the Creative Industries Faculty. These experiences will attract an additional user pays fee.</p>
Course outline	<p>Unit One: Share</p> <ul style="list-style-type: none"> • Students explore drama as a means to tell stories and share understandings of the human experience. <p>Unit Two: Reflect</p> <ul style="list-style-type: none"> • Students explore the power of drama to reflect lived experience. <p>Unit Three: Challenge</p> <ul style="list-style-type: none"> • Students explore how drama can be used to challenge our understandings of humanity over time. <p>Unit Four: Transform</p> <ul style="list-style-type: none"> • Students explore how inherited theatrical traditions and key dramatic works of the past are used as a springboard for developing student's own artistic statements.
Assessment	<p>Assessment types include:</p> <ul style="list-style-type: none"> • Performance - student as actor 20% • Dramatic concept - student as deviser 20% • Practice-led project - student as director and actor 35% • Examination - extended response 25%

Subject name	Dance
Subject code	DAN
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 Dance and Year 10 English, or an interview with the Head of Department (enrolment in external dance classes does not guarantee entry). An audition may also be required.
Course overview	<p>This program involves the study of dance through the lens of making (choreography and performance) and responding, which engages students in creative and critical thinking.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Create movement vocabulary for choreography to communicate meaning through dance • Develop performance qualities necessary in dance technique in a variety of styles • Develop an appreciation for the role of criticism in the art of dance through the investigation of its historical and cultural development • Through studying Dance as both an artist and as an audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of this subject. • This subject prepares young people for participation in the 21st century by building skills and resources. Dance has the means to prepare students for future possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world.
Course outline	<p>Unit One: Moving Bodies</p> <ul style="list-style-type: none"> • Students explore how different dance genres and styles communicate meaning. <p>Unit Two: Moving Through Environments</p> <ul style="list-style-type: none"> • Students explore how the integration of the environment shapes how meaning is communicated. <p>Unit Three: Moving Statements</p> <ul style="list-style-type: none"> • Students explore how choreographers use dance to communicate a viewpoint, in a social, political or cultural context to an audience. <p>Unit Four: Moving My Way</p> <ul style="list-style-type: none"> • Students explore how a choreographer's movement style and dances reflect their personal contexts, influences and perspectives.
Assessment	<p>Assessment types include:</p> <ul style="list-style-type: none"> • Performance 20% • Choreography 20% • Project – dance work 35% • Examination - extended response 25%

Subject name	Music
Subject code	MUS
Subject type	General Subject
Prerequisites	At least a C level of achievement in Year 10 Music and Year 10 English or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition. Test and/or audition may be required.
Course overview	<p>In a multi-literate world, music is an important literary element; music crosses all boundaries and is embedded in every aspect of our lives. The senior music course develops an understanding of musical periods, music cultures and musical elements and the uses of music as they occur in our society and creates confident musicians.</p> <p>This course is an extension of the middle school curriculum. Throughout this course students will:</p> <ul style="list-style-type: none"> • Heighten their skills as instrumentalists and vocalists • Continue to develop music literacy • Continue to improve their aural skills • Analyse a range of music from various historical periods, cultures and genres • Enhance their skills as composers and arrangers, working within different genres and with various combinations of instruments. • Develop their own individual compositional and performance style. <p>The Music course involves both making and responding components. Making is composing and performing. Responding is about analysing and evaluating music and its purpose.</p> <p>Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change.</p> <p>Music students will be offered the opportunity to attend workshops and live performance organized by the Creative Industries Faculty. These experiences will attract an additional user pays fee.</p>
Course outline	<p>The senior music program is designed to be completed over 2 years.</p> <p>Unit One: Designs</p> <ul style="list-style-type: none"> • Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed. <p>Unit Two: Identities</p> <ul style="list-style-type: none"> • Students explore music that expresses cultural, political and social identities in both local and global contexts. <p>Unit Three: Innovations</p> <ul style="list-style-type: none"> • Students explore innovations in music throughout history. Students use innovations in their own works. <p>Unit Four: Narratives</p> <ul style="list-style-type: none"> • Students study music as a tool to tell a story. Students complete an in depth project in a genre of their choosing.
Assessment	<p>The assessment types include the following areas:</p> <ul style="list-style-type: none"> • Performance 20% • Composition 20% • Integrated project 35% • Examination 25%

Subject name	Music in Practice
Subject code	MUP
Subject type	Applied Subject
Prerequisites	At least a C level of achievement in Year 10 Music or an interview with the Head of Department bringing documents outlining practical and theory skills achieved in external music tuition (Midi-based recording requires music reading ability and keyboard work).
Course overview	In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.
Course outline	<p>Music in Practice is a four-unit course of study.</p> <p>Students study the following units</p> <p>Unit 1 - Music of today</p> <p>Unit 2 - The Cutting Edge</p> <p>Unit 3 - Building your brand</p> <p>Unit 4 - 'Live' on stage</p> <p>During this course of study, students will:</p> <ul style="list-style-type: none"> • Use music practices • Plan music works • Communicate ideas through composition and performance • Evaluate music works
Assessment	<p>Each module will be assessed with equal weighting. A variety of assessment techniques will be used. These include:</p> <ul style="list-style-type: none"> • Project • Performance • Composition

Subject name	Music Extension – Year 12 (Unit 3 and 4 only)
Subject code	MUX
Subject type	Authority Subject
Prerequisites	Students must be currently studying the parent general subject Music (and already have completed two units of this subject in Year 11). Performance students undertaking this course are encouraged to seek private tuition on their chosen instrument/voice.
Course overview	<p>Music Extension is a one year general subject that is only offered in Year 12 (or once students have completed Unit 1 and 2 of the general subject Music). It offers a specialisation for Music students who would like to undertake a serious in-depth study in one of two areas. These two areas are:</p> <p>Performance (playing, singing or conducting music for an audience)</p> <p>Composition (combining musical elements to create musical ‘works’)</p> <p>Students will attend live performances and / or workshops.</p>
Course outline	<p>The Music Extension program is designed to be completed over one year. Students will have regular opportunities to rehearse / compose / write during class time for their specialisation task requirements. The class teacher’s role will include supporting the students in their specialisation, offering advice and helping to source suitable repertoire. The students will also develop their aural skills and theory knowledge during class time to enhance their musicianship.</p> <p>The subject is designed to support those students wishing to complete tertiary entrance auditions for university music courses. However, it also provides opportunities for talented Music students to improve their school grades by working in a specialisation they are most confident in.</p> <p>Unit One: Explore Students explore and develop their practice under the guidance of their teacher.</p> <p>Unit Two: Emerge Students realise their potential as musicians, demonstrating best practice independently.</p>
Assessment	<p>Students will complete a total of four summative assessments – three internal assessments (specialising in either performance, composition or musicology) and one external exam (extended response).</p> <p>Investigation 1- 20%</p> <p>Investigation 2 - 20%</p> <p>Musicology project - 35%</p> <p>Examination - 25%</p>

Faculty	HEALTH AND PHYSICAL EDUCATION FACULTY
Subject name	Sport and Recreation – Rugby League Strand
Subject code	RLP
Subject type	Applied Subject
Prerequisites	Entry into this course is by application. Students require at least a B level of achievement in the Year 10 Rugby League Program and a commitment to work in theoretical and practical situations.
Course overview	High level performance in Rugby League. Students choosing this course must be active participants in the school's competitive Rugby League Program. This also includes participation in school sporting and community activities.
Course outline	<p>Year 11</p> <ul style="list-style-type: none"> • Nutrition and fitness • Strength and conditioning • Coaching and tournaments • Individual training programs <p>Year 12</p> <ul style="list-style-type: none"> • Injury management and risk taking • Individual training programs • Team building and goal setting • Performance in rugby league
Assessment	<p>Students will be assessed continuously through practical recreation tasks, written/oral tasks and will be constantly monitored throughout the two years. A range of assessment technique will be utilised throughout the course including:</p> <ul style="list-style-type: none"> • Peer coaching • Physical tasks • Research tasks and written tasks • Log books/journals • Competition organisation • Design and delivery of coaching session

Subject name	Physical Education								
Subject code	PED								
Subject type	General Subject								
Prerequisites	At least a B level in Year 10 English is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Year 10 PHE or Sport specific subject.								
Course overview	<p>In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.</p> <p>Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.</p>								
Course outline	<p>Unit 1 Motor Learning, Functional Anatomy, Biomechanics and physical activity</p> <ul style="list-style-type: none"> • Motor learning concepts, cognitive models of learning, limiters, practice, feedback, motor learning and movement strategies. • Function of muscles and bones in movement, application of force, biomechanical concepts and effectiveness of biomechanical strategies. <p>Unit 2 Sport Psychology, Equity and physical activity</p> <ul style="list-style-type: none"> • Sport psychology concepts and practices, application of concepts to personal performance and evaluate the effective of sports psychology on performance • Barriers and enablers, celebration of differences, cultural factors and equity strategies <p>Unit 3 Tactical Awareness, Ethics and Integrity and physical activity</p> <ul style="list-style-type: none"> • Cognitive systems, dynamic systems, ecological model, constraints, motor control systems, perception-action coupling and evaluate effectiveness of tactical strategies • Ethics and values that promote community confidence, positive engagement, concept of fair play, ethical strategies and how these influence integrity <p>Unit 4 Energy, Fitness and Training and physical activity</p> <ul style="list-style-type: none"> • Energy pathways, fitness requirements, training principles and methods, periodisation, recovery and evaluating the effectiveness of competition phase training. 								
Assessment	<p>Formative Assessment (Units 1 & 2)</p> <ul style="list-style-type: none"> • Unit 1: Multimodal Project Folio (30%), External Examination (35%) • Unit 2: Investigation Report (35%) <p>Summative Assessment: (Units 3 & 4)</p> <ul style="list-style-type: none"> • Unit 3: Multimodal Project Folio (25%), Investigation Report (20%) <p>Unit 4: Written Project Folio (30%), External Examination (25%)</p>								
	Year 11 - 2023				Year 12 - 2024				
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
	Unit 1		Unit 2		Unit 3		Unit 4		Exams

Subject name	Sport and Recreation																																							
Subject code	REC																																							
Subject type	Applied Subject																																							
Prerequisites	At least a C level in Year 10 English is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Year 10 PHE or Sport Specific subject.																																							
Course overview	<p>Students will examine:</p> <ul style="list-style-type: none"> • the relevance of sport and active recreation in our culture; • the contribution sport and active recreation makes to health & well-being; • factors that influence participation; • how skills enhance participation and performance; • how interpersonal skill support effective interaction; • the promotion of safety in activities; • technology in activities; and • how the industry contributes to individual and community outcomes. 																																							
Course outline	<p>Core Topic 1: Sport and recreation in the community</p> <p>Core Topic 2: Sport, recreation and healthy living</p> <p>Core Topic 3: Health and safety in sport and recreation activities</p> <p>Core Topic 4: Personal and interpersonal skills in sport and recreation activities</p> <table border="0"> <tr> <td>• Sport-related Focuses</td> <td>Recreation-related focuses</td> </tr> <tr> <td>• Tournament Organisation</td> <td>Community Recreation</td> </tr> <tr> <td>• Sport Nutrition</td> <td>Recreation and the fitness industry</td> </tr> <tr> <td>• Sport medicine & first aid</td> <td>Careers in Recreation</td> </tr> <tr> <td>• Sports officiating</td> <td>Training for fitness</td> </tr> <tr> <td>• Sports marketing</td> <td>Expedition planning</td> </tr> <tr> <td>• Coaching</td> <td>Health & Safety</td> </tr> <tr> <td>• Careers in Sport</td> <td>Lifesaving and water safety</td> </tr> <tr> <td>• Sports journalism</td> <td>First aid for Outdoor Education</td> </tr> </table> <p>These will be studied within the context of between 2 and 8 sporting and recreational activities that will constitute approximately 50% of the overall course. These physical activities will be formally assessed using one of the techniques listed below.</p>								• Sport-related Focuses	Recreation-related focuses	• Tournament Organisation	Community Recreation	• Sport Nutrition	Recreation and the fitness industry	• Sport medicine & first aid	Careers in Recreation	• Sports officiating	Training for fitness	• Sports marketing	Expedition planning	• Coaching	Health & Safety	• Careers in Sport	Lifesaving and water safety	• Sports journalism	First aid for Outdoor Education														
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Assessment	<p>Assessment Techniques</p> <ul style="list-style-type: none"> • A variety of these will be selected for Units 1 & 2 that are suitable for the topics being studied and these will be re-visited as summative techniques in Units 3 & 4 <p>Techniques include: Projects, Investigations, Extended Responses, Performance and Examinations.</p>																																							
Units of work	<table border="1"> <thead> <tr> <th colspan="4">Year 11 - 2023</th> <th colspan="4">Year 12 - 2024</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td colspan="2">Unit 1</td> <td colspan="2">Unit 2</td> <td colspan="2">Unit 3</td> <td colspan="2">Unit 4</td> </tr> <tr> <td colspan="2"></td> <td colspan="2"></td> <td colspan="2"></td> <td colspan="2">Exams</td> </tr> </tbody> </table>								Year 11 - 2023				Year 12 - 2024				Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Unit 1		Unit 2		Unit 3		Unit 4								Exams	
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Subject Name	Health Education																									
Subject code	HEA																									
Subject type	General Subject																									
Prerequisites	At least a B level in Year 10 English is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Year 10 Health Education.																									
Course overview	Health provides a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Health draws from the health, behavioural, social and physical sciences and offers students an action, advocacy and evaluation oriented curriculum. The Health inquiry model is embedded and this provides the conceptual framework for the subject.																									
Course outline	<p>Unit 1 Resilience as a personal health resource</p> <ul style="list-style-type: none"> • Define and understand resilience as a personal health resource • Plan for action in a personal health context • Evaluate and reflect on action in a personal health context <p>Unit 2 Peers and family as resources for healthy living</p> <ul style="list-style-type: none"> • Define and understand alcohol use or body image in a peer and family health context • Plan for and implement action in a peer or family health context • Evaluate and reflect on action in a peer or family health context <p>Unit 3 Community as a resource for healthy living</p> <ul style="list-style-type: none"> • Define and understand homelessness, road safety or anxiety in a community health context • Plan for and implement action in a community health context • Evaluate and reflect on action in a community health context • <p>Unit 4 Respectful relationships in the post-schooling transition</p> <ul style="list-style-type: none"> • Define and understand respectful relationships in the post-schooling transition • Plan for action to influence respectful relationships in the post-schooling transition • Evaluate and reflect on action to influence the diffusion of innovations related to respectful relationships in the post-schooling transition 																									
Assessment	<p>Formative Assessment (Units 1 & 2)</p> <ul style="list-style-type: none"> • Unit 1: Investigation – Action Research (25%), Extended Response Exam (25%) • Unit 2: Investigation – Analytical Exposition (25%), External Examination (25%) <p>Summative Assessment: (Units 3 & 4)</p> <ul style="list-style-type: none"> • Unit 3: Investigation – Action Research (25%), Extended Response Exam (25%) • Unit 4: Investigation – Analytical Exposition (25%), External Examination (25%) 																									
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Faculty	DIGITAL INNOVATION
	<p>The Digital Innovation faculty has three offerings for Senior Secondary students across Years 11-12. These are:</p> <ul style="list-style-type: none"> • Digital Solutions (ATAR – General subject) • Information and Communication Technologies (ATAR – Applied subject) • Entrepreneurship with Certificate III in Information Technology <p>For further information on the Certificate course, please refer to our website under 'Vocational Education and Training'.</p>

Subject name	Information and Communication Technology																								
Subject code	ICJ																								
Subject type	Applied																								
Prerequisites	At least C level in Year 10 English and Maths, or with approval of the HOD Digital Innovation.																								
Course overview	<p>The ICT subject focuses on the use of Design Thinking principles to develop Digital solutions to problems in various contexts including Robotics, Audio and Video Production, Layout and publishing and Digital Imaging and Modelling. The subject encompasses aspects of Engineering, Art and Sculpture, Graphic Design, Product Design, Audio and Video Design and Image Design.</p> <p>Embedded in the course, students will have the opportunity to complete the highly regarded Microsoft Office Specialist (MOS) coursework and potentially progress toward certifications in Word/Excel/Powerpoint/Outlook, and even on to the elite MOS Expert certifications.</p> <p>The skillsets developed feed directly into all career pathways including:</p> <ul style="list-style-type: none"> - Business - Marketing - Creatives/Design-based careers - IT/Tehn 																								
Course outline	<p>Unit 1: Robotics – students design robot constructs based on the functions the robot needs to undertake, build the robot, then modify the design based on the operation of the robot and the requirements of the user</p> <p>Unit 2: Audio and Video Production – students use language and mode-appropriate forms of communication authentic to audio and video production projects to communicate information</p> <p>Unit 3: Layout and Publishing – students demonstrate fundamental skills for producing layout and publishing products</p> <p>Unit 4: Digital Imaging and Modelling – students explore digital imaging and modelling practices in a Design Thinking context</p>																								
Assessment	<p>Formative Assessment (Year 11)</p> <ul style="list-style-type: none"> • Unit 1: Extended response (25%), Project (25%) • Unit 2: Extended response (25%), Project (25%) <p>Summative Assessment: (Year 12)</p> <ul style="list-style-type: none"> • Unit 3: Extended response (25%), Project (25%) • Unit 4: Project (25%), Extended response (25%) 																								
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Subject name	Digital Solutions																									
Subject code	DIS																									
Subject type	General Subject																									
Prerequisites	At least a B level in Year 10 English and Maths, or a C in Maths Extension, to be able to cope with the academic rigour of the subject. Alternatively, by permission of the Digital Innovation HOD. NOTE: It is not a prerequisite to have studied any IT subject previously.																									
Course overview	<p>Welcome to the Year 11/12 Digital Solutions course using Python! This comprehensive class is designed for students eager to develop valuable skills in coding, with a focus on relevance to various professional careers, not just IT. Python is a versatile and widely-used programming language that is increasingly important in fields such as business, healthcare, engineering, and the arts. This course assumes no prior Python knowledge, making it accessible to all students ready to explore the world of programming.</p> <p>Throughout the course, students will learn the fundamentals of Python programming, including variables, data structures, loops, and functions. The curriculum also covers essential topics like cybersecurity, teaching you how to protect data and secure systems, which is a crucial skill in today's digital world. Additionally, you'll delve into the design aspects of User Interface (UI) and User Experience (UX), learning how to create intuitive and user-friendly applications. These skills are highly sought after across numerous professions, ensuring that your Python knowledge will be applicable and valuable no matter your career path.</p> <p>Our experienced instructors are dedicated to providing a supportive and engaging learning environment. They will guide you through each concept with practical examples and hands-on projects, helping you build confidence and competence in your coding abilities. By the end of the course, students will have a solid foundation in Python programming, cybersecurity principles, and UI/UX design. You'll be well-prepared to apply these skills in various professional contexts, opening up a world of opportunities. Join us in Year 11/12 for an exciting journey into the versatile world of Python programming and discover how coding can enhance your future career!</p>																									
Assessment	<p>Formative Assessment (Year 11)</p> <ul style="list-style-type: none"> • Unit 1: Technical proposal (20%), Project – digital solution (30%) • Unit 2: Project Folio (25%), External Examination (25%) <p>Summative Assessment: (Year 12)</p> <ul style="list-style-type: none"> • Unit 3: Technical proposal (20%), Project – digital solution (30%) • Unit 4: Project Folio (25%), External Examination (25%) 																									
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Faculty	LANGUAGES FACULTY
Subject name	Japanese
Subject code	JAP
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 Japanese.
Course overview	<p>This program aims to broaden the cultural and language aspects of Japanese that students have acquired in junior study. The senior Japanese program develops the students' language skills so that they are able to compete in a global society. 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 the school environment.</p> <p>Units 1 and 2 provide foundational learning which allows students to experience all syllabus objectives and begin engaging with course subject matter.</p> <p>Units 3 and 4 consolidate student learning in writing, reading, listening and speaking. These units contribute to ATAR calculations.</p> <p>To promote cultural understanding and language development, study tours to Japan will occur every 2-3 years. Students in Year 10, 11 and 12 will be given the opportunity to participate in these exchange programs. The students will also be encouraged to interact with international exchange students at Mountain Creek.</p> <p>The school will provide a variety of texts. Students will have access to the use of English/Japanese dictionaries. However it is recommended that they purchase their own.</p>
Course outline	<p>Unit 1: My World</p> <p>Unit 2: Exploring our World</p> <p>Unit 3: Our Society</p> <p>Unit 4: My Future</p>
Assessment	<ul style="list-style-type: none"> • The course is organised so that all skills will be tested over each semester. • Language is not an isolated study and students will be expected to show their development through the use of the language they have accumulated. • Students are expected to do speaking, writing, listening and reading activities and exercises.

Subject name	Spanish
Subject code	SPN
Subject type	General Subject
Prerequisites	At least a B level of achievement in Year 10 Spanish.
Course overview	<p>Senior Spanish aims to enhance the core language skills acquired in the Junior Spanish program.</p> <p>It is among the three most spoken languages in the world. Senior Spanish offers an opportunity for the students to study key elements of Hispanic popular culture, life, community, economy, history and political climates. It encourages a critical understanding and appreciation of world cultures. Senior Spanish encourages all communicative skills through learning to interact with people of Hispanic origin. This aims to develop all macro skills (listening, speaking, reading and writing) in a communicative non-judgemental environment.</p> <p>Units 1 and 2 provide foundational learning which allows students to experience all syllabus objectives and begin engaging with course subject matter.</p> <p>Units 3 and 4 consolidate student learning in writing, reading, listening and speaking. These units contribute to ATAR calculations.</p> <p>The theoretical and accumulative nature of this course is demanding and students will need to spend significant time at home consolidating and completing exercises initiated during class time.</p> <p>Year 10, 11 and 12 will potentially be given the opportunity to participate in an exchange program. The students are encouraged to interact with students involved in our International Student Program.</p> <p>The school will provide a variety of texts. Students will have access to English/Spanish dictionaries during the course.</p>
Course outline	<p>Unit 1: My World</p> <p>Unit 2: Exploring our World</p> <p>Unit 3: Our Society</p> <p>Unit 4: My Future</p>
Assessment	<ul style="list-style-type: none"> • The course is organised so that all skills will be tested over each semester. • Language is not an isolated study and students will be expected to show their development through the use of the language they have accumulated. • Students can expect to do role plays, written assignments, listening and reading activities and exercises.

Faculty	DESIGN TECHNOLOGY FACULTY																																
Subject name	Design																																
Subject code	DES																																
Subject type	General Subject																																
Prerequisites	At least a B level in Year 10 English is required to be able to cope with the academic rigour of the subject. It is an advantage to have successfully studied Design Concepts or Art in year 9 and 10.																																
Course overview	<p>The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practiced and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.</p> <p>The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicated design proposals to suit different audiences.</p> <p>Design is a General Subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Design equips students with highly transferable, future-focused thinking skills relevant to a global context. A course of Design can establish a basis for further education and employment in many fields, including Design, Architectural Design, Communication Design, Digital Design, Fashion Impact, Interior Design, Urban Design, Product Design, Service Design, Social Impact.</p>																																
Course outline	<p>Unit 1, students will learn about and experience designing in the context of stakeholder-centred design.</p> <p>Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues.</p> <p>Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person.</p> <p>Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore opportunities and design to improve economic, social and ecological sustainability.</p>																																
Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> Unit 1: Design Challenge (20%), Project (30%) Unit 2: Project (25%), Examination-extended response (25%) <p>Summative Assessment</p> <ul style="list-style-type: none"> Unit 3: IA1 Design Challenge (20%), IA2 Project (30%) Unit 4: IA3 Project (25%), EA Examination-extended response (25%) 																																
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Subject name	Engineering																									
Subject code	EGR																									
Subject type	General Subject																									
Prerequisites	At least a B level in Year 10 English, Maths and Science is required to be able to cope with the academic rigour of the subject. It is a distinct advantage to have successfully studied Engineering Concepts in year 9 and 10.																									
Course overview	<p>Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. This involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services.</p> <p>Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the impact of their engineered solutions.</p>																									
Course outline	<p>Unit 1: Engineering fundamentals and society</p> <ul style="list-style-type: none"> • history, problem-solving process, communication, introduction to engineering mechanics and materials <p>Unit 2: Emerging Technologies</p> <ul style="list-style-type: none"> • needs, processes and machinery, materials, exploring autonomy <p>Unit 3: Statics of structures and environmental considerations</p> <ul style="list-style-type: none"> • application of problem-solving process, civil structures and the environment, civil structures, materials and forces <p>Unit 4: Machines and mechanisms</p> <ul style="list-style-type: none"> • machines in society, materials, machine control 																									
Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Unit 1: Internal Project Folio (25%), Internal Examination (25%) • Unit 2: Internal Project Folio (25%), Internal Examination (25%) <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Unit 3: Internal Project Folio (25%), Internal Examination (25%) • Unit 4: Internal Project Folio (25%), External Examination (25%) 																									
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Subject	SKILLS CENTRE PATHWAYS
Subject name	Work Skills
Subject code	WSK
Subject type	Elective Subject
Location	Skills Centre
Prerequisites	Application to join subject made to SKILL Centre
Course overview	Students who participate in this subject will gain an understanding of the basic principles of cooking, projects and horticulture which they can utilise in their everyday lives far beyond their school years. The class aims to teach pasture to plate principals using a lot of our fresh vegetables and fruit from our extensive Mountain Harvest Gardens.
Course outline	<ul style="list-style-type: none"> • Safe knife practises • Recipe reading and utilisation • Oven and hot plate safety • Food preparation budgeting (weekly online Coles shop) • Sales and money handling – Mountain Harvest Shop • Importance of health eating • Growing seasons • Seed and plant propagation • Budget building – how to create cost friendly gardens • Sales and money handling – Mountain Harvest Shop • Importance of health eating • Natural pest control – companion planting • Importance of Insects and bees in propagation

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

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

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

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