

SUBJECT SELECTION GUIDE

YEAR 10 GOING INTO YEAR 11 & 12 - 2024



HILLBROOK

IN BALANCE WE GROW

CHOOSING SUBJECTS FOR YEAR 11 & YEAR 12

In Years 11 and 12, Hillbrook is a place where students choose a post-compulsory course of study, commit themselves to putting their full effort in, take pride in themselves and the school, accept responsibility for their decisions and actions, and a commit to being a responsible and positively involved member of our school community.

This booklet details the subjects offered in Year 11 & Year 12 at Hillbrook. For more detailed information ensure you take the opportunities to talk with the Subject Coordinator of the subject.

CHOOSING SUBJECTS SHOULD INVOLVE THE FOLLOWING:

- Choose subjects you are good at, enjoy, and will find challenging
- Include subjects which together form a balanced curriculum i.e. Maths, Sciences, Humanities, Arts, Practical
- Be realistic in your aspirations and subject selections
- Look at post Year 12 options and tertiary prerequisites within the above constraints
- Bracket your tertiary study alternatives around your ability
- By choosing subjects you are good at, enjoy, and will find challenging will give you the best opportunity to maximise your ATAR at the end of Year 12

DON'T CHOOSE A SUBJECT BECAUSE:

- Someone has told you it will get you a higher ATAR. You will get the best result through a combination of challenging yourself and doing the subjects you're best at
- Your brother or sister did it
- Your friends are doing it
- You may or may not have certain teachers

STUDENT WELLBEING & SAFETY:

Hillbrook takes a proactive approach to the safety and wellbeing of its students and staff. Some of our curriculum offerings have a higher risk than others, particularly subjects with a practical component (for example, Industrial Technology Skills, Food and Nutrition, Outdoor Education, Physical Education and Science).

Hillbrook staff conduct assessments to evaluate the risk of certain tasks and implement measures to eliminate and/or reduce risks so far as is reasonably practicable. Such measures include induction processes and/or safety briefings for staff and students.

ACCOUNTING

WHAT TYPE OF SUBJECT IS ACCOUNTING?

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing, and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis, and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions, and communicate recommendations.

Students develop numerical, technical, and financial literacy, critical thinking, decision-making, and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics, and commerce.

OBJECTIVES

By the conclusion of the course of study, students will:

- Describe accounting concepts and principles
- Explain accounting concepts, principles, and processes
- Apply accounting principles and processes
- Analyse and interpret financial data and information to draw conclusions
- Evaluate accounting practices to make decisions and propose recommendations
- Synthesise and solve accounting problems
- Create responses that communicate meaning to suit purpose and audience

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Real World Accounting	Management Effectiveness	Monitoring a Business	Accounting – The Big Picture
Accounting for a service business – cash, accounts receivable & payable, and no GST. End-of-month reporting for a service business	Accounting for a trading GST business. End-of-year reporting for a trading GST business	Managing resources for a trading GST business – non-current assets Fully classified financial statement reporting for a trading GST business	Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 3 and 4 will model that which students will encounter in Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Combination Response	25%	Summative Internal Assessment 3 (IA3): Project – Cash Management	25%
Summative Internal Assessment 2 (IA2): Examination – Short Response	25%	Summative External Assessment (EA): Examination – Short Response	25%

BUSINESS

WHAT TYPE OF SUBJECT IS BUSINESS?

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace, and prepares them as potential employees, employers, leaders, managers, and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information, and learn business concepts, theories, processes, and strategies relevant to leadership, management, and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication, and analytical tools to comprehend, analyse, interpret, and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

PATHWAYS

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management, and business information systems.

OBJECTIVES

By the conclusion of the course of study, students will:

- Describe business environments and situations
- Explain business concepts, strategies, and situations
- Select and analyse business data and information
- Interpret business relationships, patterns, and trends to draw conclusions
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	Business Growth	Business Diversification	Business Evolution
Fundamentals of Business Creation of Business Ideas	Establishment of a Business Entering Markets	Competitive Markets Strategic Development	Repositioning of a Business Transformation of a Business

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Combination Response	25%	Summative Internal Assessment 3 (IA3): Extended Response – Feasibility Report	25%
Summative Internal Assessment 2 (IA2): Examination – Business Report	25%	Summative External Assessment (EA): Examination – Combination Response	25%

ECONOMICS

WHAT TYPE OF SUBJECT IS ECONOMICS?

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 wellbeing.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes, and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models, and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy, and economic thinking skills.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. 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.

OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend economic concepts, principles, and models
- Select data and economic information from sources
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Markets & Models	Modified Markets	International Economics	Contemporary Macroeconomics
The Basic Economic Problem Economic Flows Market Forces	Markets & Efficiency Case Options of Market Measures & Strategies	The Global Economy International Economic Issues	Macroeconomic Objectives & Theory Economic Management

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Combination Response	25%	Summative Internal Assessment 3 (IA3): Examination - Extended Response to Stimulus	25%
Summative Internal Assessment 2 (IA2): Examination – Research Report	25%	Summative External Assessment (EA): Examination – Combination Response	25%

ENGLISH

WHAT TYPE OF SUBJECT IS ENGLISH?

English focuses on the study of both literary texts and non-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 texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social, and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world, and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features, and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

A course of study in English 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.

OBJECTIVES

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times, and places
- Make use of and analyse the ways cultural assumptions, attitudes, values, and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes

- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes
- Use mode-appropriate features to achieve particular purposes

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives & Texts	Texts & Culture	Textual Connections	Close Study of Literary Texts
Examining & creating perspectives in texts	Examining & shaping representations of culture in texts	Exploring connections between texts	Engaging with literary texts from diverse times & places
Responding to a variety of non-literary & literary texts	Responding to literary & non-literary texts, including a focus on Australian texts	Examining different perspectives of the same issue in texts & shaping own perspectives	Responding to literary texts creatively & critically
Creating responses for public audiences & persuasive texts	Creating imaginative texts	Creating responses for public audiences & persuasive texts	Creating imaginative & analytical texts

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 3 and 4 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Extended Response – Written Response for a Public Audience	25%	Summative Internal Assessment 3 (IA3): Extended Response – Imaginative Written Response	25%
Summative Internal Assessment 2 (IA2): Extended Response – Persuasive Spoken Response	25%	Summative External Assessment (EA): Examination – Analytical Written Response	25%

ESSENTIAL ENGLISH

WHAT TYPE OF SUBJECT IS ESSENTIAL ENGLISH?

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- Skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- Skills to choose generic structures, language, language features and technologies to best convey meaning
- Skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- Effective use of language to produce texts for a variety of purposes and audiences
- Creative and imaginative thinking to explore their own world and the worlds of others
- Active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- Empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- Enjoyment of contemporary literary and non-literary texts, including digital texts.

PATHWAYS

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. A course of study in Essential English 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.

OBJECTIVES

By the conclusion of the course, students will:

- Use patterns and conventions of genres to suit particular purposes and audiences
- Use appropriate roles and relationships with audiences
- Construct and explain representations of identities, places, events, and concepts
- Make use of and explain the ways cultural assumptions, attitudes, values, and beliefs underpin texts and influence meaning

- Explain how language features and text structures shape meaning and invite particular responses
- Select and use subject matter to support perspectives
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- Make mode-appropriate language choices according to register informed by purpose, audience and context
- Use language features to achieve particular purposes across modes

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language That Works	Texts & Human Experiences	Language That Influences	Representations and Popular Culture Texts
Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	Responding to a reflective and nonfiction texts that explore human experiences Creating spoken and written texts	Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	Responding to popular culture texts Creating representations of Australian identities, places, events and concepts

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Extended Response – Spoken Response for a Public Audience	25%	Summative Internal Assessment: Extended response – Multi-modal response	25%
Common Internal Assessment (CIA):	25%	Summative Internal Assessment: Extended response – written response	25%

LITERATURE

WHAT TYPE OF SUBJECT IS LITERATURE?

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 engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features, and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums, and forms. 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.

PATHWAYS

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.

OBJECTIVES

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times, and places
- Make use and analyse the ways cultural assumptions, attitudes, values, and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes
- Use mode-appropriate features to achieve particular purposes

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Literary Studies	Intertextuality	Literature & Identity	Independent Explorations
Ways literary texts are received & responded to	Ways literary texts connect with each other – genre, concepts, & contexts	Relationship between language, culture, & identity in literary texts	Dynamic nature of literary interpretation
How textual choices affect readers	Ways literary texts connect with each other – style & structure	Power of language to represent ideas, events, & people	Close examination of style, structure, & subject matter
Creating analytical & imaginative texts	Creating analytical & imaginative texts	Creating analytical & imaginative texts	Creating analytical & imaginative texts

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 3 and 4 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Analytical Written Response	25%	Summative Internal Assessment 3 (IA3): Extended Response – Imaginative Spoken/Written Response	25%
Summative Internal Assessment 2 (IA2): Imaginative Spoken / Multi-modal Response	25%	Summative External Assessment (EA): Examination – Analytical Written Response	25%

PHYSICAL EDUCATION

WHAT TYPE OF SUBJECT IS PHYSICAL EDUCATION?

Physical Education provides students with knowledge, understanding, and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through, and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of bio-physical, socio-cultural, and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development, and coaching.

OBJECTIVES

By the conclusion of the course of study, students will:

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement make decisions about and use language conventions and mode-appropriate features for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Motor Learning, Functional Anatomy, Biomechanics & Physical Activity	Sport Psychology, Equity & Physical Activity	Tactical Awareness, Ethics & Integrity & Physical Activity	Energy, Fitness & Training & Physical Activity
Motor learning integrated with a selected physical activity Functional anatomy & biomechanics integrated with a selected physical activity	Sport psychology integrated with a selected physical activity Equity – barriers & enablers	Tactical awareness integrated with one selected 'Invasion' or 'Net & court' physical activity Ethics & integrity	Energy, fitness & training integrated with one selected 'Invasion', 'Net & court' or 'Performance' physical activity

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Project - Folio	25%	Summative Internal Assessment 3 (IA3): Project - Folio	25%
Summative Internal Assessment 2 (IA2): Investigation – Report	25%	Summative External Assessment (EA): Examination – Combination Response	25%

ANCIENT HISTORY

WHAT TYPE OF SUBJECT IS ANCIENT HISTORY?

Ancient History provides opportunities for students to study 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, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance, and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

PATHWAYS

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia, and research.

OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend terms, issues, and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

STRUCTURE

Year 11	Term 1 - Unit 1	Term 2 - Unit 2	Term 3 - Unit 1	Term 4 - Unit 2
Unit Title	Investigating the Ancient World	Personalities in Their Time	Personalities in Their Time	Investigating the Ancient World
Topics	Students examine the most significant and contentious archaeological sites including Mungo Man, Easter Island, Tutankhamen, Pompeii, the Trojan War, and the Minoans.	Students investigate ancient Egypt and the all-powerful god kings, including Hatshepsut, Thutmose, Ramses the Great, Akhenaten, Tutankhamen, and Cleopatra.	Students investigate the significant personalities and socio-political climate that enabled the development of democracy in Athens and the totalitarian regime of the Spartans.	Students learn about the 'Golden Age' of Ancient Greece, including slavery, art personalities, mythology, the family, philosophy, beliefs and rituals, weapons, warfare, and conflict.
Assessment	Formative Examination: Essay in response to historical sources (25%)	Formative Investigation independent source investigation (25%)	Formative Examination Short Responses to Historical Sources (25%)	Formative Investigation Historical Essay Based on Research (25%)

Year 12	Term 1 – Unit 3	Term 2 - Unit 4	Term 3 – Unit 3	Term 4 – Unit 4
Unit Title	Reconstructing the Ancient World	People, Power, and Authority	Reconstructing the Ancient World	People, Power, and Authority
Topics	Students investigate Alexander the Great to determine how his epic conquest left a long lasting legacy.	Students investigate the physical, social, and political climate that led to the creation of the Roman republic.	Students investigate the effects of foreign expansion and conquest that enabled the fall of the republic and the rise of the empire.	Students investigate the consolidation of power that enabled Augustus to become Rome's first emperor.
Assessment	Summative Examination Essay in response to historical sources (25%)	Summative Investigation Independent source investigation (25%)	Summative Investigation Historical essay based on research (25%)	Summative External Examination Short responses to historical sources (25%)

GEOGRAPHY

WHAT TYPE OF SUBJECT IS GEOGRAPHY?

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social, and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations, and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse, and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

OBJECTIVES

By the conclusion of the course of study, students will:

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Responding to Risk & Vulnerability in Hazard Zones	Planning Sustainable Places	Responding to Land Cover Transformations	Managing Population Change
Natural Hazard Zones	Responding to Challenges Facing A Place in Australia	Land Cover Transformations & Climate Change	Population Challenges in Australia
Ecological Hazard Zones	Managing the Challenges Facing A Megacity	Responding to Local Land Cover Transformations	Global Population Change

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Combination Response	25%	Summative Internal Assessment 3 (IA3): Investigation – Data Report	25%
Summative Internal Assessment 2 (IA2): Investigation – Field Report	25%	Summative External Assessment (EA): Examination – Combination Response	25%

MODERN HISTORY

WHAT TYPE OF SUBJECT IS MODERN HISTORY?

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences, and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate, and sustainable future.

PATHWAYS

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia, and strategic analysis.

OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend terms, issues, and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in The Modern World	Movements in the Modern World	National Experiences in the Modern World	International Experiences in the Modern World
French Revolution, 1789–1799 Russian Revolution, 1905–1920s	Australian Indigenous Rights Movement Since 1967 Anti-Apartheid Movement in South Africa, 1948–1991	Germany, 1914–1945 Israel, 1948–1993	Australian Engagement with Asia Since 1945: The Vietnam War Cold War, 1945–1991

ASSESSMENT

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Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Essay in Response to Historical Sources	25%	Summative Internal Assessment 3 (IA3): Investigation - Historical Essay Based on Research	25%
Summative Internal Assessment 2 (IA2): Investigation / Independent Source Investigation	25%	Summative External Assessment (EA): Examination - Short Responses to Historical Sources	25%

PHILOSOPHY & REASON

WHAT TYPE OF SUBJECT IS PHILOSOPHY & REASON?

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives, and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious, and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, and collaboration and communication.

PATHWAYS

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research, and teaching.

OBJECTIVES

By the conclusion of the course of study, students will:

- Define and use terminology
- Explain concepts, methods, principles, and theories
- Interpret and analyse arguments, ideas, and information
- Organise and synthesise ideas and information to construct arguments
- Evaluate claims and arguments inherent in theories, views, and ideas
- Create responses that communicate meaning to suit purpose

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of Reason	Reason in Philosophy	Moral Philosophy & Schools of Thought	Social & Political Philosophy
The learning consists of the fundamental concept, skills, knowledge & understanding of the discipline of philosophy. There are no discrete units in this topic.	Philosophy of Science Philosophy of Mind	Moral Philosophy Philosophical Schools of Thought	Rights Political Philosophy

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Extended Response	25%	Summative Internal Assessment 3 (IA3): Extended Response – Analytical Essay	25%
Summative Internal Assessment 2 (IA2): Extended Response – Analytical Essay	25%	Summative External Assessment (EA): Examination – Extended Response	25%

GERMAN

WHAT TYPE OF SUBJECT IS GERMAN?

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from German-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS

A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology, and education.

OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend German to understand information, ideas, opinions, and experiences
- Identify tone, purpose, context, and audience, to infer meaning, values, and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas, and perspectives
- Apply knowledge of German language elements, structures, and textual conventions to convey meaning appropriate to context, purpose, audience, and cultural conventions
- Structure, sequence, and synthesise information to justify opinions, ideas, and perspectives
- Use strategies to maintain communication and exchange meaning in German

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<i>Meine Welt</i> My World	<i>Unsere Welt</i> <i>Erkunden</i> Exploring Our World	<i>Unsere</i> <i>Gesellschaft</i> Our Society	<i>Meine Zukunft</i> My Future
Family/Carers & Friends Lifestyle & Leisure Education	Travel Technology & Media The Contribution of German Culture to The World	Roles & Relationships Socialising & Connecting with My Peers Groups in Society	Finishing Secondary School, Plans, & Reflections Responsibilities & Moving On

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Short Response	25%	Summative Internal Assessment 3 (IA3): Extended Response	25%
Summative Internal Assessment 2 (IA2): Examination – Combination Response	25%	Summative External Assessment (EA): Examination – Combination Response	25%

JAPANESE

WHAT TYPE OF SUBJECT IS JAPANESE?

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology, and education.

OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend Japanese to understand information, ideas, opinions, and experiences
- Identify tone, purpose, context, and audience to infer meaning, values, and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas, and perspectives
- Apply knowledge of Japanese language elements, structures, and textual conventions to convey meaning appropriate to context, purpose, audience, and cultural conventions
- Structure, sequence, and synthesise information to justify opinions, ideas, and perspectives
- Use strategies to maintain communication and exchange meaning in Japanese

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My World	私達のまわり Exploring Our World	私達の社会 Our Society	私の将来 My Future
Family/Carers & Friends Lifestyle & Leisure Education	Travel Technology & Media The Contribution of Japanese Culture to The World	Roles & Relationships Socialising & Connecting with My Peers Groups in Society	Finishing Secondary School, Plans, & Reflections Responsibilities & Moving On

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination – Short Response	15%	Summative Internal Assessment 3 (IA3): Extended Response	30%
Summative Internal Assessment 2 (IA2): Examination – Combination Response	30%	Summative External Assessment (EA): Examination – Combination Response	25%

ESSENTIAL MATHEMATICS

WHAT TYPE OF SUBJECT IS ESSENTIAL MATHEMATICS?

Essential Mathematics is an Applied subject that contributes to the attainment of a Queensland Certificate of Education (QCE) and may contribute to the calculation of an ATAR.

WHAT IS ESSENTIAL MATHEMATICS?

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. 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.

WHERE DOES THE STUDY OF ESSENTIAL MATHEMATICS LEAD?

A course of study in Essential Mathematics can establish a basis for 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.

WHAT IS THE PREREQUISITE KNOWLEDGE FOR ESSENTIAL MATHEMATICS IN YEAR 11?

The following is a list of some prerequisite knowledge that must be learnt or revised and maintained from Year 10 as required. This content is covered in Year 10 Mathematics and/or Year 10 Foundation Mathematics:

- Recall concepts of number and its operations, percentages, money, rates, and ratios
- Read and use graphs and scales
- Recall concepts of probability, data collection, and statistical data representations
- Use a scientific calculator and other technology where appropriate
- Substitute numbers into formulas
- Translate word problems to mathematical form

All of the content from Units 1 and 2 is considered prerequisite knowledge for Units 3 and 4.

WHAT DO I STUDY?

The major domains of mathematics in Essential Mathematics are: Number, Data and Graphs; Money, Travel and Data; Measurement, Scales and Data; Graphs, Chance and Loans. The topics of study are organised into units with the fundamental topic, Calculations, embedded in each topic. Students will study at least one full unit each semester, set out as following:

Unit 1: Number, Representing Data, Graphs

Unit 2: Managing Money, Time & Motion, Data Collection

Unit 3: Measurement, Scales, Plans & Models, Summarising, & Comparing Data

Unit 4: Bivariate Graphs, Probabilities & Relative Frequencies, Loans, & Compound Interest.

HOW AM I ASSESSED?

In Unit 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 models that which the students will encounter in Units 3 and 4. In Unit 3 and 4, each assessment's mark contributes to the student's overall grade in the subject (A to E) and potentially the ATAR calculation.

Tests will comprise short response questions that are simple familiar, complex familiar and complex unfamiliar in nature. Problem-solving and modelling tasks will be based on answering an inquiry question in which students will formulate, solve, evaluate and communicate their response, showcasing their knowledge of mathematical concepts. A grade (A to E) will be awarded for each assessment item.

The formative internal assessment for Units 1 and 2 comprise:

- A problem-solving and modelling task (25% weighting, Unit 1)
- An examination (25% weighting, Unit 1) that will mimic the common internal assessment, which is an examination developed by QCAA but invigilated and marked at school
- A problem-solving and modelling task (25% weighting, Unit 2)
- A school-based examination (25% weighting, Unit 2)

The summative internal and external assessment for Units 3 and 4 comprise:

- One problem-solving and modelling task (25% weighting, Unit 3)
- A common internal assessment: an examination developed by QCAA but invigilated and marked internally (25% weighting, Unit 3)
- One problem-solving and modelling task (25% weighting, Unit 4)
- A school-based examination (25% weighting, Unit 4)

WHAT IS THE LEVEL OF TECHNOLOGY REQUIRED IN THIS SUBJECT?

Students will require a scientific calculator for their examinations and Ti-Nspire CX software on their computers.

GENERAL MATHEMATICS

WHAT TYPE OF SUBJECT IS GENERAL MATHEMATICS?

General Mathematics is a General subject that contributes to an Australian Tertiary Admission Rank (ATAR) calculation and to the attainment of a Queensland Certificate of Education (QCE).

WHAT IS GENERAL MATHEMATICS?

General 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 with topics of study that reflect this approach. 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 and communities. They will develop the ability to understand, analyse, and take action regarding social issues in their world from a mathematical perspective.

WHERE DOES THE STUDY OF GENERAL MATHEMATICS LEAD?

General Mathematics is a 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 General Mathematics can establish a basis for further education and employment in fields such as social science and the arts.

WHAT IS THE PREREQUISITE KNOWLEDGE FOR GENERAL MATHEMATICS IN YEAR 11?

The following is a list of some prerequisite knowledge that must be learnt or revised and maintained from Year 10 as required. This content is covered in Year 10 Mathematics and/or Year 10 Foundation Mathematics:

- Solve a range of problems using percentages, simple and compound interest, rates and ratios, surface area and volume, Pythagoras' theorem, simple algebraic fractions, linear and simple quadratic equations
- Understand the difference between numerical and categorical variables
- Calculate and compare measures of central tendency and measures of spread; determine quartiles, interquartile range (IQR) and range
- Construct back-to-back stem-and-leaf plots and histograms
- Construct, interpret, and compare box plots, histograms, and dot plots
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Understand bivariate numerical data where the independent variable is time
- Solve right-angled triangle problems, using trigonometric ratios

All of the content from Units 1 and 2 is considered prerequisite knowledge for Units 3 and 4.

WHAT DO I STUDY?

The major domains of mathematics in General Mathematics are Number and Algebra, Measurement and Geometry, Statistics, and Networks, and Matrices. The topics of study are organised into units and students will study at least one full unit each semester, as set out below:

Unit 1: Consumer Arithmetic, Shape & Measurement, Linear Equations & their Graphs

Unit 2: Applications of Trigonometry, Algebra & Matrices, Univariate Data Analysis

Unit 3: Bivariate Data Analysis, Time Series Analysis, Growth & Decay in Sequences, Earth Geometry & Time

Unit 4: Loans, Investments & Annuities, Graphs & Networks, Networks, & Decision Mathematics

HOW AM I ASSESSED?

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 each assessment's mark contributes to the overall grade in the subject (A to E) and the ATAR calculation. Tests will comprise short response questions that are simple familiar, complex familiar and complex unfamiliar in nature. A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

The formative internal assessment for Units 1 and 2 comprise:

- One problem-solving and modelling task (20% weighting, Unit 1)
- An internal examination (15% weighting, Unit 1)
- An internal examination (15% weighting, Unit 2)
- Two internal examinations that will mimic the external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 1 and 2.

The summative internal and external assessment for Units 3 and 4 comprise:

- A problem-solving and modelling task (20% weighting, Unit 3)
- An internal examination (15% weighting, Unit 3)
- An internal examination (15% weighting, Unit 4)
- Two external examinations (50% weighting); Paper 1: simple familiar (30% weighting) and Paper 2: complex familiar and unfamiliar (20% weighting). Both papers will test content from Units 3 and 4.

WHAT IS THE LEVEL OF TECHNOLOGY REQUIRED IN THIS SUBJECT?

Students will require a scientific calculator Ti-30XB Multiview for their examinations and Ti-Nspire CX software on their computers.

MATHEMATICAL METHODS

WHAT TYPE OF SUBJECT IS MATHEMATICAL METHODS?

Mathematical Methods is a General subject that contributes to an Australian Tertiary Admission Rank (ATAR) calculation and to the attainment of a Queensland Certificate of Education (QCE).

WHAT IS MATHEMATICAL METHODS?

Calculus is essential for developing an understanding of the physical world. This subject will prepare students for this understanding by developing the basis for formulating, developing and discussing effective models of the world and by solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

WHERE DOES THE STUDY OF MATHEMATICAL METHODS LEAD?

A course of study in Mathematical Methods can establish a basis for further education and employment in fields such as natural and physical sciences (especially physics and chemistry), engineering, mathematics and science education, medical and health sciences (including human biology, psychology, biomedical science, nanoscience and forensics), computer science (including electronics and software design), economics, commerce and business.

WHAT IS THE PREREQUISITE KNOWLEDGE FOR MATHEMATICAL METHODS IN YEAR 11?

Students are required to achieve an overall grade of at least a B in Year 10 Mathematics to be eligible to select Mathematical Methods in senior schooling. The following is a list of some prerequisite knowledge that must be learnt or revised and maintain Year 10 Mathematics as required:

- Factorising, expanding, and simplifying algebraic expressions including quadratic expressions using a variety of strategies
- Applying the four operations to simple algebraic fractions
- Substituting values into formulas to determine an unknown
- Solving problems involving linear equations including those derived from formulas and those that involve simple algebraic fractions
- The equation of a line in the form $y=mx+c$
- Parallel and perpendicular lines
- Exploring the connection between algebraic and graphical representations such as simple quadratics, circles, and exponentials using digital technology as appropriate
- Solving quadratic equations using a range of strategies

- Solving linear simultaneous equations using a range of strategies
- Solving linear inequalities and graphing their solutions on a number line
- Solving right-angled triangle problems using trigonometric skills
- Describing the results of two and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- Obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- Using scatterplots to investigate and comment on relationships between two numerical variables where the independent variable is time.

WHAT DO I STUDY?

The major domains of mathematics in Mathematical Methods are: Algebra, Functions, Relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection. The topics of study are organised into units and students will study at least one full unit each semester, as set out below:

Unit 1: Arithmetic & Geometric Sequences & Series, Functions & Graphs, Counting & Probability, Exponential Functions

Unit 2: Exponential Functions, The Logarithmic Function, Trigonometric Functions, Introduction to Differential Calculus, Further Differentiation & Applications, Discrete Random Variables

Unit 3: The Logarithmic Function, Further Differentiation & Applications, Integrals

Unit 4: Further Differentiation & Applications, Trigonometric Functions, Discrete Random Variables, Continuous Random Variables & The Normal Distribution, Interval Estimates for Proportions

HOW AM I ASSESSED?

In Units 1 and 2, all assessment is formative. However, the assessment in Units 3 and 4 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 each assessment's mark contributes to the overall grade in the subject (A to E) and the ATAR calculation. Tests will comprise short response questions that are simple familiar, complex familiar and complex unfamiliar in nature. Problem-solving and modelling tasks will be based on answering an inquiry question in which students will formulate, solve, evaluate and communicate their response, showcasing their knowledge of mathematical concepts. A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

The formative internal assessment for Units 1 and 2 comprise:

- A problem-solving and modelling task (20% weighting, Unit 1)
- An internal examination (15% weighting, Unit 1)
- An internal examination (15% weighting, Unit 2)
- Two internal examinations that will mimic the external examinations; Paper 1: technology free (25% weighting) and Paper 2: technology active (25% weighting) which requires a TI- Nspire CX non-CAS graphics calculator). Both papers will examine content from Units 1 and 2.

The summative internal and external assessment for Units 3 and 4 comprise:

- One problem-solving and modelling task (20% weighting, Unit 3)
- An internal examination (15% weighting, Unit 3)
- An internal examination (15% weighting, Unit 4)
- Two external examinations; Paper 1: technology free (25% weighting) and Paper 2: technology active (25% weighting) which requires a TI-Nspire CX non-CAS graphics calculator). Both papers will examine content from Units 3 and 4.

WHAT IS THE LEVEL OF TECHNOLOGY REQUIRED IN THIS SUBJECT?

Students will require a TI-Nspire CX II (non-CAS) graphics calculator for their unit examinations and for the technology active examinations. They also require TI-Nspire CX software on their computers.

SPECIALIST MATHEMATICS

WHAT TYPE OF SUBJECT IS SPECIALIST MATHEMATICS?

Specialist Mathematics is a General subject that contributes to an Australian Tertiary Admission Rank (ATAR) calculation and to the attainment of a Queensland Certificate of Education (QCE).

WHAT IS SPECIALIST MATHEMATICS?

Specialist Mathematics is designed to be taken in conjunction with Mathematical Methods because the work covered in Mathematical Methods will be required and used in Specialist Mathematics. Functions and calculus are essential for developing an understanding of the physical world. This subject will prepare students for understanding their physical world by developing the ability to formulate and use effective models, use statistical analysis to discuss given and collected data, reach reasonable conclusions and solve complex and abstract mathematical problems using various analytical and technological tools.

WHERE DOES THE STUDY OF SPECIALIST MATHEMATICS LEAD?

A course of study in Specialist Mathematics can establish a basis for further education and employment in fields such as science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

WHAT IS THE PREREQUISITE KNOWLEDGE FOR SPECIALIST MATHEMATICS IN YEAR 11?

Students are required to achieve an overall grade of at least a B in Year 10 Mathematics to be eligible to select Mathematical Methods in senior schooling. The following is a list of some prerequisite knowledge that must be learnt or revised and maintained from Year 10 Mathematics as required:

- Factorising expanding and simplifying algebraic expressions including quadratic expressions using a variety of strategies
- Applying the four operations to simple algebraic fractions
- Substituting values into formulas to determine an unknown
- Solving problems involving linear equations including those derived from formulas and those that involve simple algebraic fractions
- The equation of a line in the form $y=mx+c$
- Parallel and perpendicular lines
- Exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- Solving quadratic equations using a range of strategies
- Solving linear simultaneous equations using a range of strategies

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- Solving linear inequalities and graphing their solutions on a number line
 - Solving right-angled triangle problems using trigonometric skills
 - Describing the results of two and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
 - Obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
 - Using scatterplots to investigate and comment on relationships between two numerical variables where the independent variable is time.

WHAT DO I STUDY?

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics, and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus and statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. The topics of study are organised into units and students will study at least one full unit each semester, as set out below:

Unit 1: Combinatorics, Vectors in the Plane, Introduction to Proof

Unit 2: Complex Numbers, Trigonometry & Functions, Matrices

Unit 3: Proof by Mathematical Induction, Vectors & Matrices, Complex Numbers

Unit 4: Integration & Applications of Integration, Rates of Change & Differential Equations, Statistical Inference

HOW AM I ASSESSED?

In Year 11, all assessment is formative. However, the assessment in Units 1 and 2 models that which the students will encounter in Units 3 and 4. In Units 1 and 2, each assessment's mark contributes to the overall grade in the subject (A to E) and the ATAR calculation. Tests will comprise short response questions that are simple familiar, complex familiar and complex unfamiliar in nature. Problem-solving and modelling tasks will be based on answering an inquiry question in which students will formulate, solve, evaluate and communicate their response, showcasing their knowledge of mathematical concepts. A mark will be given in each assessment and weighted according to Queensland Curriculum and Assessment Authority (QCAA) guidelines.

The formative internal assessment for Units 1 and 2 comprise:

- A problem-solving and modelling task (20% weighting, Unit 1)
- An internal examination (15% weighting, Unit 1)
- An internal examination (15% weighting, Unit 2)

- Two internal examinations that will mimic the external examinations; Paper 1: technology free (25% weighting) and Paper 2: technology active – (25% weighting) which requires a TI- Nspire CX II (non-CAS) graphics calculator). Both papers will examine content from Units 1 and 2.

The summative internal and external assessment for Units 3 and 4 comprise:

- A problem-solving and modelling task (20% weighting, Unit 3)
- An internal examination (15% weighting, Unit 3)
- An internal examination (15% weighting, Unit 4)
- Two external examinations (Paper 1: technology free - 25% weighting and Paper 2: technology active - 25% weighting which requires a TI- Nspire CX II (non-CAS) graphics calculator). Both papers will examine content from Units 3 and 4.

WHAT IS THE LEVEL OF TECHNOLOGY REQUIRED IN THIS SUBJECT?

Students will require a TI-Nspire CX II (non-CAS) graphics calculator for their unit examinations and for the technology active examinations. They also require TI-Nspire CX software on their computers.

BIOLOGY

WHAT TYPE OF SUBJECT IS BIOLOGY?

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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.

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.

PATHWAYS

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.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims, and conclusions
- communicate understandings, findings, arguments and conclusions

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Cells & Multicellular Organisms	Maintaining the Internal Environment	Biodiversity & The Interconnectedness of Life	Heredity & Continuity of Life
Cells as The Basis of Life Multicellular Organisms	Homeostasis Infectious Diseases	Describing Biodiversity Ecosystem Dynamics	DNA, Genes & the Continuity of Life Continuity of Life on Earth

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Data Test	10%	Summative Internal Assessment 3 (IA3): Research Investigation	20%
Summative Internal Assessment 2 (IA2): Student Experiment	20%	Summative External Assessment (EA): Examination	50%

CHEMISTRY

WHAT TYPE OF SUBJECT IS CHEMISTRY?

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems. They will also develop their 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.

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.

PATHWAYS

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.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims, and conclusions
- communicate understandings, findings, arguments, and conclusions

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Chemical Fundamentals: Structure, Properties & Reactions	Molecular Interactions & Reactions	Equilibrium, Acids & Redox Reactions	Structure, Synthesis & Design
Properties & Structure of Atoms	Intermolecular Forces & Gases	Chemical Equilibrium Systems	Properties & Structure of Organic Materials
Properties & Structure of Materials	Aqueous Solutions & Acidity	Oxidation & Reduction	Chemical Synthesis & Design
Chemical Reactions - Reactants, Products & Energy Change	Rates of Chemical Reactions		

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Data Test	10%	Summative Internal Assessment 3 (IA3): Research Investigation	20%
Summative Internal Assessment 2 (IA2): Student Experiment	20%	Summative External Assessment (EA): Examination	50%

PHYSICS

WHAT TYPE OF SUBJECT IS PHYSICS?

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves.

They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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.

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.

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine, and technology.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models, and systems and their limitations
- apply understanding of scientific concepts, theories, models, and systems within their limitations
- analyse evidence

- interpret evidence investigate phenomena
- evaluate processes, claims, and conclusions
- communicate understandings, findings, arguments and conclusions

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, Nuclear & Electrical Physics	Linear Motion & Waves	Gravity & Electromagnetism	Revolutions In Modern Physics
Heating Processes Ionising Radiation & Nuclear Reactions Electrical Circuits	Linear Motion & Force Waves	Gravity & Motion Electro-Magnetism	Special Relativity Quantum Theory The Standard Model

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 3 and 4 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Data Test	10%	Summative Internal Assessment 3 (IA3): Research Investigation	20%
Summative Internal Assessment 2 (IA2): Student Experiment	20%	Summative External Assessment (EA): Examination	50%

PSYCHOLOGY

WHAT TYPE OF SUBJECT IS PSYCHOLOGY?

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness, and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims, and conclusions
- communicate understandings, findings, arguments, and conclusions.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development	Individual Behaviour	Individual Thinking	The Influence of Others
Psychological Science A The Role of the Brain Cognitive Development Human Consciousness & Sleep	Psychological Science B Intelligence Diagnosis Psychological Disorders & Treatments Emotion & Motivation	Localisation of Function in the Brain Visual Perception Memory Learning	Social Psychology Interpersonal Processes Attitudes Cross-Cultural Psychology

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Data Test	10%	Summative Internal Assessment 3 (IA3): Research Investigation	20%
Summative Internal Assessment 2 (IA2): Student Experiment	20%	Summative External Assessment (EA): Examination	50%

DESIGN

WHAT TYPE OF SUBJECT IS DESIGN?

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts, and design information using drawing and low-fidelity prototyping
- analyse needs, wants, and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language, and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	Commercial Design	Human-Centred Design	Sustainable Design
Experiencing Design Design Process Design Styles	Explore – Client Needs & Wants Develop – Collaborative Design	Designing with Empathy	Explore – Sustainable Design Opportunities Develop – Redesign

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Design Challenge	15%	Summative Internal Assessment 3 (IA3): Project	25%
Summative Internal Assessment 2 (IA2): Project	35%	Summative External Assessment (EA): Examination – Design Challenge	25%

DIGITAL SOLUTIONS

WHAT TYPE OF SUBJECT IS DIGITAL SOLUTIONS?

Are you ready to create a better world through the power of technology? Digital Solutions is the course for you! In this subject, you will get to explore the exciting world of algorithms, computer languages, and user interfaces, while using your creativity and problem-solving skills to generate digital solutions for real-world problems.

But it's not just about coding and programming. Digital Solutions is about understanding the impact of computing on our daily lives, and how we can use technology in an ethical and responsible way. You'll learn about data encryption and protection, and how to filter and present data in a way that is timely and efficient.

Through problem-based learning, you'll get to write computer programs that create digital solutions using a variety of hardware and software development environments. You'll develop solutions that require interactions with users and within systems, and that can have a positive impact on people, the economy, and the environment.

PATHWAYS

A course of study in Digital Solutions can lead to exciting career pathways in science, technology, engineering, and mathematics (STEM). So, if you want to be part of the future of digital transformation in entertainment, education, business, manufacturing, and many other industries, then Digital Solutions is the perfect subject for you!

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles, and processes
- symbolise and explain information, ideas, and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components, and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language, and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Creating with Code	Application & Data Solutions	Digital Innovation	Digital Impacts
Understanding Digital Problems	Data-Driven Problems & Solution Requirements	Interactions Between Users, Data & Digital Systems	Digital Methods for Exchanging Data
User Experiences & Interfaces	Data & Programming Techniques	Real-World Problems & Solution Requirements	Complex Digital Data Exchange Problems & Solution Requirements
Algorithms & Programming Techniques	Prototype Data Solutions	Innovative Digital Solutions	Prototype Digital Data Exchanges
Programmed Solutions			

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Technical Proposal	20%	Summative Internal Assessment 3 (IA3): Project - Folio	25%
Summative Internal Assessment 2 (IA2): Digital Solution	30%	Summative External Assessment (EA): Examination	25%

ENGINEERING

WHAT TYPE OF SUBJECT IS ENGINEERING?

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning and application of STEM knowledge.

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 societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills. It will prepare students to be effective problem solvers as they learn and work with traditional and contemporary and emerging technologies.

PATHWAYS

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems.

The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe engineering problems, concepts, and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language, and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Engineering Fundamentals & Society	Emerging Technologies	Statics of Structures & Environmental Considerations	Machines & Mechanisms
Engineering History The Problem-Solving Process in Engineering Engineering Communication Introduction to Engineering Mechanics Introduction to Engineering Materials	Emerging Needs Emerging Processes & Machinery Emerging Materials Exploring Autonomy	Application of the problem-solving process in Engineering Civil Structures & The Environment Engineering Communication	Machines in Society Materials Machine Control

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Project Folio	20%	Summative Internal Assessment 3 (IA3): Project - Folio	25%
Summative Internal Assessment 2 (IA2): Digital Solution	30%	Summative External Assessment (EA): Examination	25%

FOOD & NUTRITION

WHAT TYPE OF SUBJECT IS FOOD AND NUTRITION?

Food & Nutrition is the study of food in the context of food science, nutrition, and food technologies, considering overarching concepts of waste management, sustainability, and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.

Their studies of the food system include the sectors of production, processing, distribution, consumption, research, and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

PATHWAYS

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and describe food technology facts and principles
- explain food technology ideas and problems
- analyse problems, information, and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language, and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Food Science of Vitamins, Minerals & Protein	Food Drivers & Emerging Trends	Food Science of Carbohydrate & Fat	Food Solution Development for Nutrition Consumer Markets
Introduction to The Food System	Consumer Food Drivers	The Food System	Formulation & Reformulation for Nutrition Consumer Markets
Vitamins & Minerals	Sensory Profiling	Carbohydrate	Food Development Process
Protein	Labelling & Food Safety	Fat	
Developing Food Solutions	Food formulation for Consumer Markets	Developing Food Solutions	

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination	20%	Summative Internal Assessment 3 (IA3): Project - Folio	30%
Summative Internal Assessment 2 (IA2): Project - Folio	25%	Summative External Assessment (EA): Examination	25%

INDUSTRIAL TECHNOLOGY SKILLS

WHAT TYPE OF SUBJECT IS INDUSTRIAL TECHNOLOGY SKILLS?

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

OBJECTIVES

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes, and products, and make recommendations
- recognise and implement appropriate industry standard safety procedures during fabrication and production

STRUCTURE

The industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core Topics	Industry Area	Elective Topics
Industry Practices Production Processes	Building & Construction Engineering Furnishing	Carpentry Welding & Fabrication Cabinet-Making Furniture-Making

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Project	Practical Demonstration	Examination
<p>A response to a single task, situation and/or scenario</p> <p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes • product: continuous class time 	<p>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures</p> <p>Students demonstrate production skills and procedures in class under teacher supervision</p>	<p>A response that answers a number of provided questions, scenarios and/or problems</p> <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

DRAMA

WHAT TYPE OF SUBJECT IS DRAMA?

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
How Does Drama Promote Shared Understandings of the Human Experience?	How is Drama Shaped to Reflect Lived Experience?	How Can We Use Drama to Challenge Our Understanding of Humanity?	How Can You Transform Dramatic Practice?
Cultural Inheritances of Storytelling Oral History & Emerging Practices A Range of Linear & Non-Linear Forms	Realism, including Magical Realism, Australian Gothic Associated Conventions of Styles & Texts	Theatre of Social Comment, including Theatre of the Absurd & Epic Theatre Associated Conventions of Styles & Texts	Contemporary Performance Associated Conventions of Styles & Texts Inherited Texts as Stimulus

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 3 and 4 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Performance	20%	Summative Internal Assessment 3 (IA3): Project – Practice-Led Project	30%
Summative Internal Assessment 2 (IA2): Project – Dramatic Concept	25%	Summative External Assessment (EA): Examination	25%

MUSIC

WHAT TYPE OF SUBJECT IS MUSIC?

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

PATHWAYS

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.

OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design	Identities	Innovations	Narratives
Through inquiry learning, the following is explored: How does the treatment & combination of different music elements enable musicians to design music that communicates meaning through performance & composition?	Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts & practices to communicate cultural, political, social & personal identities when performing, composing & responding to music?	Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing & composing?	Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing & responding to music?

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Performance	20%	Summative Internal Assessment 3 (IA3): Integrated Project	30%
Summative Internal Assessment 2 (IA2): Composition	25%	Summative External Assessment (EA): Examination	25%

VISUAL ART

WHAT TYPE OF SUBJECT IS VISUAL ART?

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

PATHWAYS

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, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

OBJECTIVES

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures, and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies, and art processes
- realise responses to communicate meaning

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art As Lens	Art As Code	Art As Knowledge	Art As Alternate
<p>Through inquiry learning, the following are explored:</p> <p><i>Concept:</i> Lenses to explore the material world</p> <p><i>Contexts:</i> Personal & contemporary</p> <p><i>Focus:</i> People, place, objects</p> <p><i>Media:</i> 2D, 3D, & time-based</p>	<p>Through inquiry learning, the following are explored:</p> <p><i>Concept:</i> Art as a coded visual language</p> <p><i>Contexts:</i> Formal & cultural</p> <p><i>Focus:</i> Codes, symbols, signs & art conventions</p> <p><i>Media:</i> 2D, 3D, & time-based</p>	<p>Through inquiry learning, the following are explored:</p> <p><i>Concept:</i> Constructing knowledge as artist & audience</p> <p><i>Contexts:</i> Contemporary, personal, cultural and/or formal</p> <p><i>Focus:</i> Student-directed</p> <p><i>Media:</i> Student-directed</p>	<p>Through inquiry learning, the following are explored:</p> <p><i>Concept:</i> Evolving alternate representations & meaning</p> <p><i>Contexts:</i> Contemporary & personal, cultural and/or formal</p> <p><i>Focus:</i> Continued exploration of Unit 3 student-directed focus</p> <p><i>Media:</i> Student-directed</p>

ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Inquiry Phase 1	15%	Summative Internal Assessment 3 (IA3): Integrated Project	35%
Summative Internal Assessment 2 (IA2): Inquiry Phase 2	25%	Summative External Assessment (EA): Examination	25%