PEREGIAN BEACH COLLEGE

PRE-KINDY - YEAR 12

2027 SENIOR HANDBOOK

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www.pbc.qld.edu.au

41 Old Emu Mountain Road
Peregian Beach

Contents

College Philosophy

Mission

"To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities."

Values

The following principles and values guide all we do at Peregian Beach College:

Reflective Practices

We encourage students, staff and families to reflect on the contemporary world in the light of social justice as the basis for individual and community growth.

Inclusivity

We are a friendly and inclusive College. We value each individual member and welcome all families.

Service of Others

We foster service of others by way of educational experiences that are based on justice and compassion.

Excellence

We encourage our students to be persons of integrity, who realise their potential, and strive for excellence.

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Introduction

The Peregian Beach College Senior Course Guide is a resource to support students and parents/carers in Year 11 and 12 (2026/27) with their planning of a senior educational pathway. The information contained in this booklet is a summary of the approved General and Applied syllabuses offered at Peregian Beach College.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work.

Applied Syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

General syllabuses and Short Course syllabuses are underpinned by:

21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

General and Applied Subjects: Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.
Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.
The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile.

External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

STUDENT EDUCATION AND TRAINING PATHWAYS

Queensland Certificate of Education (QCE)

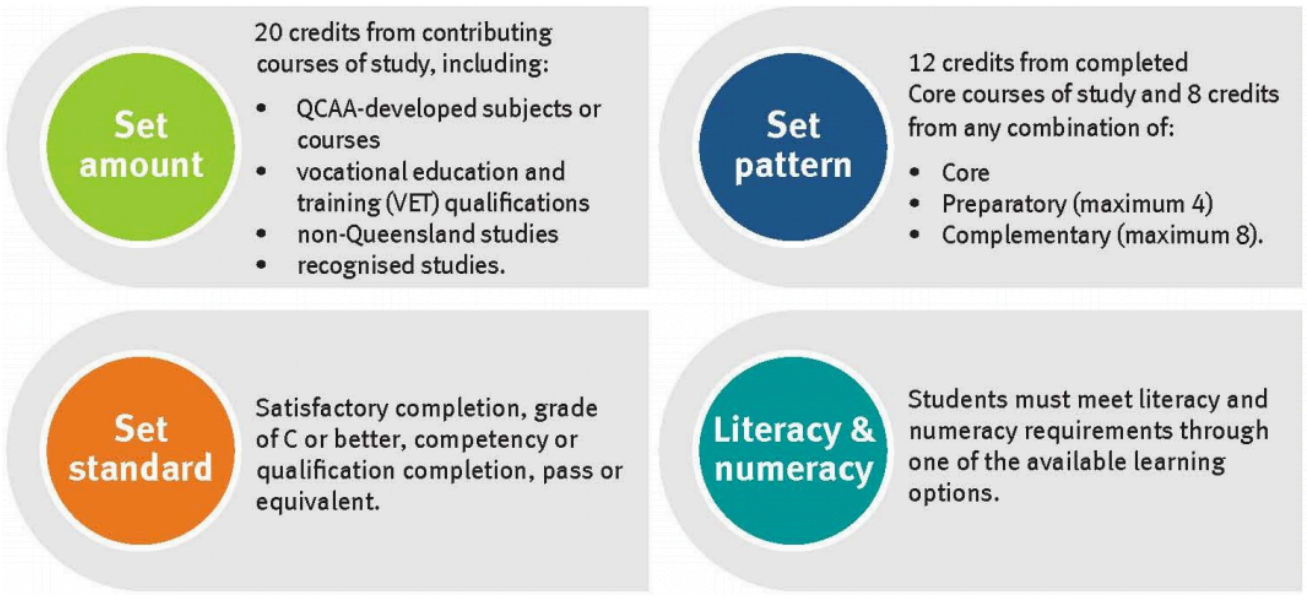
Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Our school will help students develop their individual plan and a QCAA **learning account will be opened.**

Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

QCE Requirements

To receive a QCE, students must achieve the *set amount of learning, at the set standard, in a set pattern*, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

As well as meeting the below requirements, students will require a **learning account and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.**



Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Australian Tertiary Admission Rank (ATAR) eligibility

This education pathway is suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.

The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

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

To be eligible for an ATAR, students must successfully complete an English subject. The result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

General Subjects via Distance Education

General subjects, other than those offered at the College, may be studied through Distance Education upon negotiation with the College. Those subjects via that mode would be subjects that students are required to study to meet university entrance. The cost of the first subject (approximately $1500/subject/year) would be paid by the College provided that the student 'passed' each semester of the course.

School-Based Traineeships/Apprenticeships

The College will support students undertaking school-based traineeships (SBT) and apprenticeships. General subjects, other than those offered at the College, may be studied. SBT's allow students to train and do paid work in their chosen area (usually for one day a week) while still attending school the rest of the week. The training may occur at work or at a TAFE or a private training organisation. The traineeship contributes to the QCE. Please note that a training agreement needs to be signed. This is a contractual committing the trainer, College, student, parent and employer to the traineeship or apprenticeship. It may be completed after Year 12.

ENGLISH FACULTY

English

English offers students to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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

Course Structure

Unit 1 Perspectives and texts	Unit 2 Texts and culture	Unit 3 Textual connections	Unit 4 Close study of literary texts
• Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	• Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	• Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	• Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Extended response — written response for a public audience (25%) Summative internal assessment 2: Extended response — persuasive spoken response (25%)	**Assessment** Summative internal assessment 3: Examination — imaginative written response (25%) Summative external assessment: Examination — analytical written response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

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.

Pathways

- 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
- construct and explain representations of identities, places, events and concepts
- 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.

Course Structure

Unit 1 Language that works	Unit 2 Texts and human experiences	Unit 3 Language that influences	Unit 4 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 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
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Extended response — spoken/signed response Summative internal assessment 2: Common internal assessment	**Assessment** Summative internal assessment 3: Extended response — multimodal response Summative internal assessment 4: Extended response — written response

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Literature

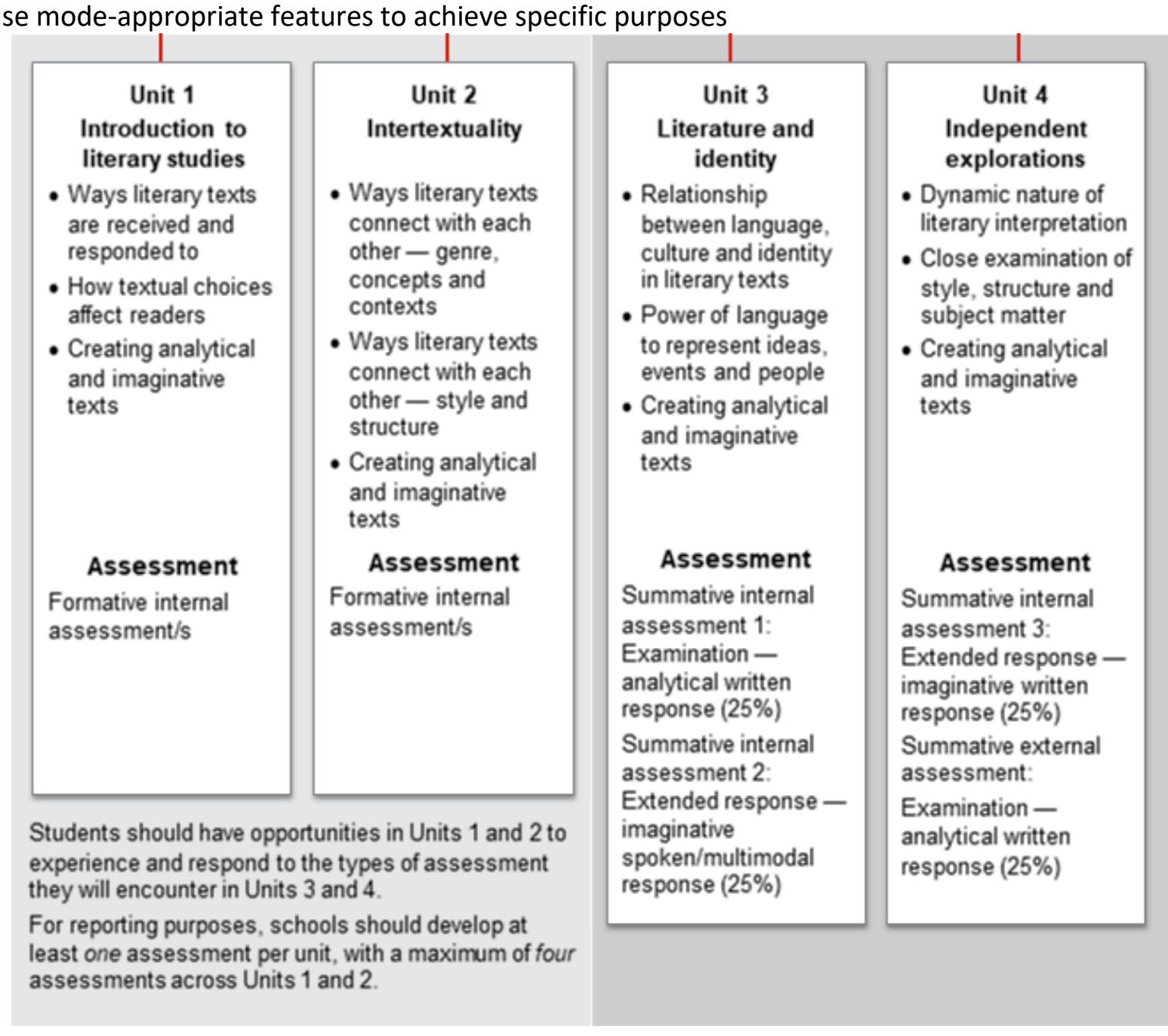
The Literature General senior syllabus immerses students in the study of literary texts, fostering an appreciation of the aesthetic and cultural dimensions of literature. Students engage with a diverse range of literary works, including novels, plays, poetry, and short stories, to develop critical thinking and interpretative skills. Through close reading and analysis, students explore themes, characters, and contexts, enhancing their understanding of the human experience. The subject encourages creative and analytical writing, enabling students to express their interpretations and insights effectively.

Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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

- 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 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 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 specific purposes



HEALTH AND PHYSICAL EDUCATION FACULTY

Health

Health provides a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Health draws from the health, behavioural, social and physical sciences and offers students an action, advocacy and evaluation oriented curriculum. The Health inquiry model is embedded and this provides the conceptual framework for the subject.

Pathways

Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions. Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

- Recognise and describe information about health-related topics and issues
- Comprehend and use health approaches and frameworks
- Analyse and interpret information about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Organise information for particular purposes
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Elective topic 1: Alcohol • Elective topic 2: Body image	**Community as a resource for healthy living** • Elective topic 1: Homelessness • Elective topic 2: Road safety • Elective topic 3: Anxiety	**Respectful relationships in the post-schooling transition**
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Investigation — action research (25%) Summative internal assessment 2: Examination — extended response (25%)	**Assessment** Summative internal assessment 3: Investigation — analytical exposition (25%) Summative external assessment: Examination (25%)

Physical Education

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In AS Unit 1, students determine the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In AS Unit 2, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In AS Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In AS Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

Course Structure

Unit 1 Motor learning, functional anatomy, biomechanics and physical activity	Unit 2 Sport psychology, equity and physical activity	Unit 3 Tactical awareness, ethics and integrity and physical activity	Unit 4 Energy, fitness and training and physical activity
• Topic 1: Motor learning integrated with a selected physical activity • Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity	• Topic 1: Sport psychology integrated with a selected physical activity • Topic 2: Equity — barriers and enablers	• Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Topic 2: Ethics and integrity	• Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Project — folio (25%) Summative internal assessment 2: Investigation — report (20%)	**Assessment** Summative internal assessment 3: Project — folio (30%) Summative external assessment: Examination — combination response (25%)

At least two categories of physical activity must be selected in Units 1 and 2.

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Sport and Recreation

Sport and Recreation is an applied subject that provides students with the knowledge, understanding and skills to pursue pathways in the sport, fitness and recreation industries. The course focuses on both practical performance and real-world applications of sport and recreation concepts.

The subject emphasises:

- participation and performance in physical activities
- planning and implementation of fitness programs
- event management and organisation
- development of leadership and communication skills

In Year 11, students engage with authentic learning experiences that prepare them for future employment or further study. They develop practical skills in designing and delivering fitness programs, with an understanding of training principles, conditioning, and performance improvement.

Students also explore event management within sport and recreation contexts. They plan, organise and evaluate events, developing skills in teamwork, communication, problem-solving and leadership.

Students complete a range of internal assessments aligned with QCAA requirements, designed to demonstrate practical and theoretical understanding. Assessment methods include:

- physical performance and participation
- development of fitness and training programs
- project folios (e.g. event planning)
- written responses and exams
- multimodal presentations
- leadership and teamwork tasks

HASS

Business

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 processes
- 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

Course Structure

Unit 1 Business creation	Unit 2 Business growth	Unit 3 Business diversification	Unit 4 Business evolution
• Topic 1: Fundamentals of business – business fundamentals – fundamentals of business case study • Topic 2: Creation of business ideas – business ideation – creation of business ideas case study	• Topic 1: Establishment of a business – business start-up – establishment of a business — franchise case study • Topic 2: Entering markets – market entry – entering markets case study	• Topic 1: Competitive markets – expanding markets – competitive markets — Asian expansion case study • Topic 2: Strategic development	• Topic 1: Repositioning a business • Topic 2: Transformation of a business
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — business report (25%)	**Assessment** Summative internal assessment 3: Extended response — feasibility report (25%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Business Studies

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Pathways

Studying Business Studies (provides practical skills and knowledge that open pathways to careers in areas such as business administration, retail management, customer service, and marketing. Students can use skills learnt to pursue vocational training certificates, apprenticeships, or traineeships, enter the workforce directly in various business-related roles, or continue further education through diplomas or university programs linked to business and commerce. This subject equips students for diverse opportunities in both small and large business environments.

Objectives

- Explain business concepts, processes and practices. Students explain business concepts, processes and practices and use relevant terminology.
- Examine business information. Students select and use information to identify features of business situations. They draw meaning about relationships from the concepts, processes and practices identified.
- Apply business knowledge. Students apply their knowledge to determine options. They consider positives and negatives of each option to make a decision for a business situation.
- Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning

Course Structure

Unit 1 Beyond reasonable doubt	Unit 2 Balance of probabilities	Unit 3 Law, governance and change	Unit 4 Human rights in legal contexts
• Topic 1: Legal foundations • Topic 2: Criminal investigation process • Topic 3: Criminal trial process • Topic 4: Punishment and sentencing	• Topic 1: Civil law foundations • Topic 2: Contractual obligations • Topic 3: Negligence and the duty of care	• Topic 1: Governance in Australia • Topic 2: Law reform within a dynamic society	• Topic 1: Human rights • Topic 2: The effectiveness of international law • Topic 3: Human rights in Australian contexts
Assessment Formative internal assessment	**Assessment** Formative internal assessment	**Assessment** Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — inquiry report (25%)	**Assessment** Summative internal assessment 3: Investigation — argumentative essay (25%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Modern History

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the *Australian Curriculum: 7–10 History* . The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose

Course 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**
• Australian Frontier Wars • Age of Enlightenment • Industrial Revolution • American Revolution • French Revolution • Age of Imperialism • Meiji Restoration • Boxer Rebellion • Russian Revolution • Xinhai Revolution • Iranian Revolution • Arab Spring • Alternative topic for Unit 1	• Australian Indigenous rights movement • Independence movement in India • Workers' movement • Women's movement • May Fourth Movement in China • Independence movement in Algeria • Independence movement in Vietnam • Anti-apartheid movement in South Africa • African-American civil rights movement • Environmental movement • LGBTIQ civil rights movement • Pro-democracy movement in Myanmar (Burma) • Alternative topic for Unit 2	• Australia • England • France • New Zealand • Germany • United States of America • Soviet Union • Japan • China • Indonesia • India • Israel • South Korea	• Australian engagement with Asia • Search for collective peace and security • Trade and commerce between nations • Mass migrations • Information Age • Genocides and ethnic cleansings • Nuclear Age • Cold War • Struggle for peace in the Middle East • Cultural globalisation • Space exploration • Rights and recognition of First Peoples • Terrorism, anti-terrorism and counter-terrorism
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Examination — essay in response to historical sources (25%) Summative internal assessment 2: Investigation — independent source investigation (25%)	**Assessment** Summative internal assessment 3: Investigation — historical essay based on research (25%) Summative external assessment: Examination — short responses to historical sources (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Social & Community Studies

Social & Community Studies fosters personal and social knowledge and skills that lead to self management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Pathways

Studying Social and Community Studies equips students with knowledge and skills that prepare them for careers in community services, social work support, youth work, and health promotion. Graduates can pursue vocational training or apprenticeships in fields like community development, counselling support, or advocacy, enter the workforce in roles supporting diverse populations, or continue further education through diplomas and degrees in social sciences, human services, or related areas. This subject fosters strong interpersonal and problem-solving skills essential for making positive social impacts.

Objectives

- Explain personal and social concepts and skills. Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.
- Examine personal and social information. Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.
- Apply personal and social knowledge. Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.
- Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

MATHEMATICS FACULTY

Engineering

The Engineering General senior syllabus immerses students in the study of engineering principles, fostering an appreciation of the aesthetic and cultural dimensions of engineering. Students engage with a diverse range of engineering concepts, including mechanical, electrical, and civil engineering, to develop critical thinking and problem-solving skills. Through practical applications and analysis, students explore design processes, materials, and technologies, enhancing their understanding of the built environment. The subject encourages creative and analytical thinking, enabling students to express their engineering solutions effectively.

Pathways

Studying Engineering develops problem-solving, innovation, and technical skills that prepare students for further study in fields like engineering, architecture, industrial design, and construction. It also supports careers in trades, project management, and technical industries. The subject builds transferable skills that equip students for lifelong learning, active citizenship, and work in both local and global contexts.

Objectives

- Recognise and describe relevant engineering problems, knowledge, concepts, and principles by identifying key features and ideas.
- Symbolise and explain ideas and solutions using visual representations and clear reasoning.
- Analyse problems and information by investigating, interpreting data, and identifying relationships and components.
- Determine success criteria for engineering problems by defining needs, constraints, and structural requirements.
- Synthesise information and ideas to propose possible solutions by integrating knowledge, research, and testing.
- Generate prototype solutions to test and gather data that assess the feasibility of real-world applications.
- Evaluate and refine ideas and solutions using evidence from testing to make justified recommendations.
- Make decisions about and use appropriate features, language, and conventions to communicate effectively

Essential Mathematics

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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.

Pathways

Essential Mathematics 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 Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

1. **Recall mathematical knowledge.**
   When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. **Use mathematical knowledge.**
   When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. **Communicate mathematical knowledge.**
   When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. **Evaluate the reasonableness of solutions.**
   When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. **Justify procedures and decisions.**
   When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. **Solve mathematical problems.**
   When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Course Structure

Unit 1 **Number, data and graphs**	Unit 2 **Money, travel and data**	Unit 3 **Measurement, scales and data**	Unit 4 **Graphs, chance and loans**
• Fundamental topic: Calculations • Topic 1: Number • Topic 2: Representing data • Topic 3: Graphs	• Fundamental topic: Calculations • Topic 1: Managing money • Topic 2: Time and motion • Topic 3: Data collection	• Fundamental topic: Calculations • Topic 1: Measurement • Topic 2: Scales, plans and models • Topic 3: Summarising and comparing data	• Fundamental topic: Calculations • Topic 1: Bivariate graphs • Topic 2: Probability and relative frequencies • Topic 3: Loans and compound interest
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Problem-solving and modelling task Summative internal assessment 2: Common internal assessment	**Assessment** Summative internal assessment 3: Problem-solving and modelling task Summative internal assessment 4: Examination

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

General Mathematics

General Mathematics major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum.

General Maths is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways for not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrics and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration or real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

1. **Recall mathematical knowledge.**
   When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. **Use mathematical knowledge.**
   When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. **Communicate mathematical knowledge.**
   When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. **Evaluate the reasonableness of solutions.**
   When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. **Justify procedures and decisions.**
   When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. **Solve mathematical problems.**
   When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Course Structure

General Mathematics is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each units has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Unit 1 **Money, measurement, algebra and linear equations**	**Unit 2** **Applications of linear equations and trigonometry, matrices and univariate data analysis**	**Unit 3** **Bivariate data and time series analysis, sequences and Earth geometry**	**Unit 4** **Investing and networking**
• Topic 1: Consumer arithmetic • Topic 2: Shape and measurement • Topic 3: Similarity and scale • Topic 4: Algebra • Topic 5: Linear equations and their graphs	• Topic 1: Applications of linear equations and their graphs • Topic 2: Applications of trigonometry • Topic 3: Matrices • Topic 4: Univariate data analysis 1 • Topic 5: Univariate data analysis 3	• Topic 1: Bivariate data analysis 1 • Topic 2: Bivariate data analysis 3 • Topic 3: Time series analysis • Topic 4: Growth and decay in sequences Topic 5: Earth geometry and time zones	• Topic 1: Loans, investments and annuities 1 • Topic 2: Loans, investments and annuities 2 • Topic 3: Graphs and networks • Topic 4: Networks and decision mathematics 1 • Topic 5: Networks and decision mathematics 3
Assessment Formative Internal Assessment 1: Problem-solving and modelling task Formative internal assessment 2: Examination	**Assessment** Formative internal assessment 3: Examination	**Assessment** Summative Internal Assessment 1: Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)	**Assessment** Summative internal assessment 3: Examination (15%)
Students experience and respond to the same types of assessment they will encounter in Units 3 and 4.		Summative external assessment: Examination (50%)	

Mathematical Methods

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, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain of Statistics is used to describe and analyse phenomena involving uncertainty and variation.

Both are the basis for developing effective models of the world and 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.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Pathways

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Mathematical Methods is a pre-requisite for many university courses of study.

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of:

- natural and physical sciences (especially physics and chemistry),
- mathematics and science education,
- medical and health sciences (including human biology, biomedical science, nanoscience and forensics),
- engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining),
- computer science (including electronics and software design),
- psychology and
- business.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability	**Calculus and further functions**	**Further calculus and introduction to statistics**	**Further calculus, trigonometry and statistics**
• Topic 1: Surds and quadratic functions • Topic 2: Binomial expansion and cubic functions • Topic 3: Functions and relations • Topic 4: Trigonometric functions • Topic 5: Probability	• Topic 1: Exponential functions • Topic 2: Logarithms and logarithmic functions • Topic 3: Introduction to differential calculus • Topic 4: Applications of differential calculus • Topic 5: Further differentiation	• Topic 1: Differentiation of exponential and logarithmic functions • Topic 2: Differentiation of trigonometric functions and differentiation rules • Topic 3: Further applications of differentiation • Topic 4: Introduction to integration • Topic 5: Discrete random variables	• Topic 1: Further integration • Topic 2: Trigonometry • Topic 3: Continuous random variables and the normal distribution • Topic 4: Sampling and proportions • Topic 5: Interval estimates for proportions
Assessment Formative Internal Assessment 1: Problem-solving and modelling task	**Assessment** Formative internal assessment 3: Examination	**Assessment** Summative Internal Assessment 1: Problem-solving and modelling task (20%)	**Assessment** Summative internal assessment 3: Examination (15%)

Formative internal assessment 2: Examination		Summative internal assessment 2: Examination (15%)	
Students experience and respond to the same types of assessment they will encounter in Units 3 and 4.		Summative external assessment: Examination (50%)	

Objectives

1. **Recall mathematical knowledge.**
   When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. **Use mathematical knowledge.**
   When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. **Communicate mathematical knowledge.**
   When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. **Evaluate the reasonableness of solutions.**
   When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. **Justify procedures and decisions.**
   When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. **Solve mathematical problems.**
   When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Specialist Mathematics

Specialist Mathematics is a subject that helps students explore patterns, solve problems, and understand uncertainty using logical thinking. It involves clear communication through symbols, writing, speaking, and visuals. This subject encourages creativity, curiosity, and initiative, and is important in many areas involving numbers and data.

The main topics in Specialist Mathematics include vectors and matrices, real and complex numbers, trigonometry, statistics, and calculus. These topics build on earlier math knowledge and are important for modeling real-world problems, analysing uncertainty, and understanding complex relationships in science and technology.

Students who complete Specialist Mathematics gain confidence, a positive attitude towards math, and an appreciation of its beauty and power.

Pathways

Studying Specialist Mathematics prepares students for further education and careers in fields such as engineering, physics, computer science, data science, finance, and technology. It provides a strong foundation for university degrees in STEM (Science, Technology, Engineering, and Mathematics) disciplines. Graduates gain advanced problem-solving and analytical skills valued in research, technical industries, and innovation-driven roles. This subject is ideal for students aiming for careers that require deep mathematical understanding and application.

Objectives

- Recall mathematical knowledge: Recognise relevant concepts, rules, definitions, techniques, and algorithms.
- Use mathematical knowledge: Apply concepts, rules, techniques, and algorithms; perform calculations with or without technology.
- Communicate mathematical knowledge: Use mathematical and everyday language; present information graphically and symbolically; describe models.
- Evaluate the reasonableness of solutions: Interpret results, check calculations, assess strengths and limitations, and consider alternative methods.
- Justify procedures and decisions: Explain reasoning, organise arguments logically, and provide reasons for choices and conclusions.
- Solve mathematical problems: Analyse problems, select methods and tools, apply techniques, and develop or refine models.

Unit 1 Combinatorics, vectors and proof	Unit 2 Complex numbers, trigonometry, functions and matrices	Unit 3 Mathematical induction, and further vectors, matrices and complex numbers	Unit 4 Further calculus and statistical inference
• Topic 1: Combinatorics • Topic 2: Vectors in the plane • Topic 3: Introduction to proof	• Topic 1: Complex numbers 1 • Topic 2: Trigonometry and functions • Topic 3: Matrices	• Topic 1: Proof by mathematical induction • Topic 2: Vectors and matrices • Topic 3: Complex numbers 2	• Topic 1: Integration and applications of integration • Topic 2: Rates of change and differential equations • Topic 3: Statistical inference
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1 Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)	**Assessment** Summative internal assessment 3: Examination (15%)

SCIENCES

Aquatic Practices

Unit 1: **Coastlines and navigation**
In this unit, students observe the properties of waves and explain types of currents and their importance to the distribution of resources in the ocean. They model geological features of Earth, the coastal processes of erosion, and the function of coastal engineering structures. Students explore traditional and modern methods of navigation and communication. They explain components and functions of marine technology and develop practical skills in operating equipment to determine location, plot courses and navigate.

Unit 2: Recreational and commercial fishing
In this unit, students explore recreational and commercial fishing. They explain the significance of fishing, different fishing techniques, causes of fishery declines and sustainable management strategies. Students analyse and interpret the status of fisheries species and the importance of artificial reefs to fishery populations. They identify common aquatic organisms, model capture– recapture scenarios, use safe seafood handling techniques, and evaluate the use of digital technology in fisheries.

Unit 3: Aquatic ecosystems
In this unit, students explore the rich biodiversity that exists in aquatic ecosystems, including the biotic and abiotic components that create this diversity. They explain the processes that form, degrade and restore ecosystems and the wide variety of ecological relationships they each contain. Students build skills in identifying species, measuring water quality, conducting risk assessments and identifying threats to ecosystems.

Unit 4: Using the aquatic environment
In this unit, students explore the variety of ways that humans interact with the aquatic environment. Schools choose from aquatic activities that complement their community, such as boating, snorkelling, surfing and kayaking. Students learn about specialised aquatic equipment and how to safely use and maintain that equipment.

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.

Biology

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.
Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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, student will be able to:

1. Describe ideas and findings.
2. Apply understanding.
3. Analyse data.
4. Interpret evidence.
5. Evaluate conclusions, claims and processes.
6. Investigate phenomena.

Structure

Year 11		Year 12	
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes	**Maintaining the internal environment** • Homeostasis • Infectious diseases and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

• Cellular energy, gas exchange and plant physiology		• Functioning ecosystems and succession	

Assessment

***Unit 1/Unit 3**		***Unit 2/Unit 4**	
Internal assessment 1 (IA1) • Data test	10%	Internal assessment (IA3) • Research Investigation	20%
Internal assessment 2 (IA2) • Student experiment	20%		
Internal/External assessment (EA): 50% • Examination			

***Students will have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. There will be at least one assessment per unit, with a maximum of four assessment across Units 1 and 2.*

The assessment in Units 1 and 2 are formative. 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).

Chemistry

Chemistry is the study of materials, their properties, and how they interact. Science uses careful thinking and experiments to build reliable knowledge, which can change as new discoveries are made. Chemistry helps us understand the world and solve problems.

In Chemistry, students learn about atoms, bonding, gases, solutions, reactions, equilibrium, redox processes, and organic compounds. They develop skills in investigating, analyzing data, and evaluating scientific claims.

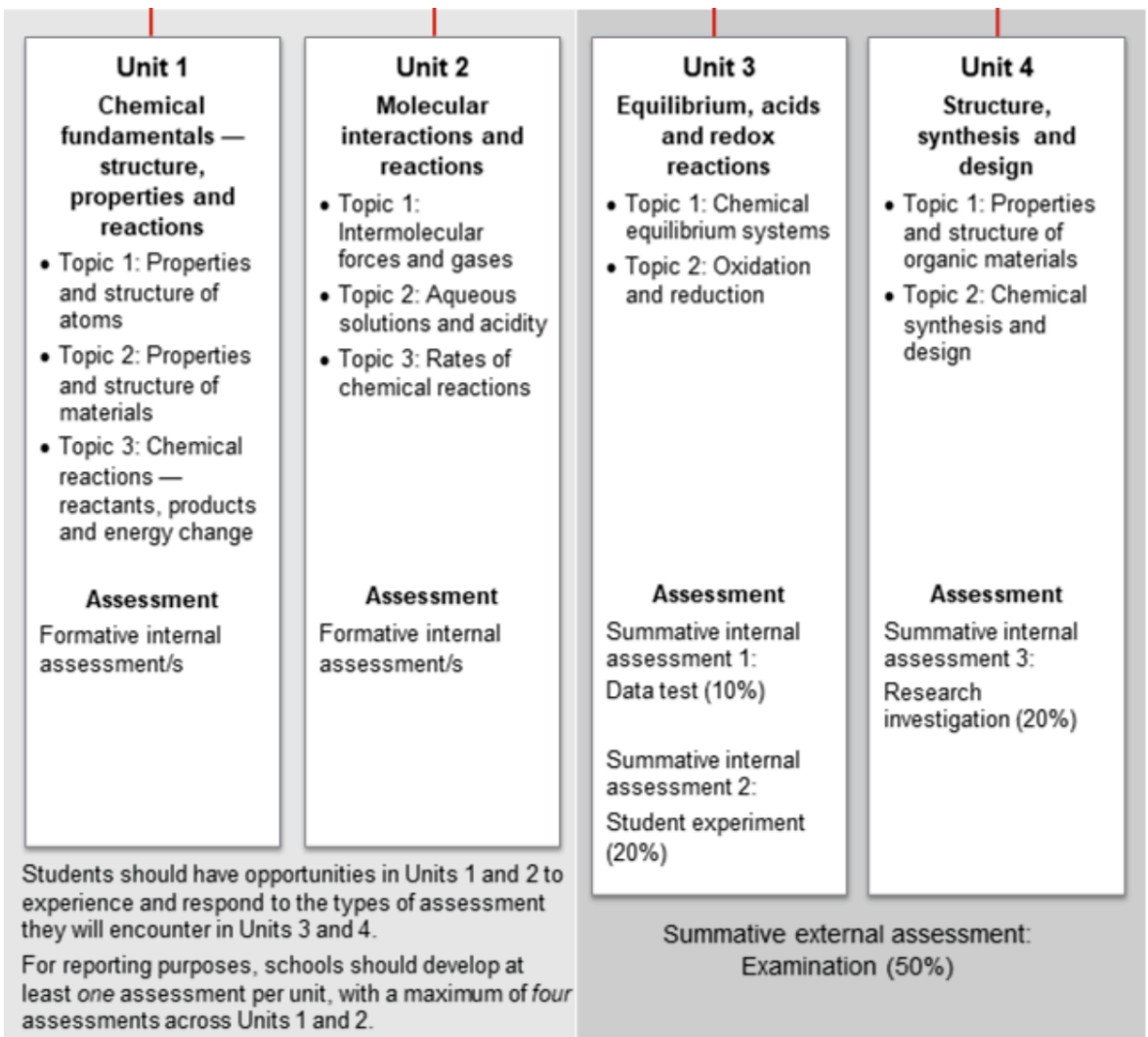
The course aims to build students' interest in chemistry, understanding of chemical theories, ability to control chemical systems, and appreciation of chemistry's role in society. Students also learn to communicate scientific ideas clearly and think critically about scientific information.

Pathways

Studying Chemistry provides students with a solid foundation in understanding matter, chemical reactions, and scientific inquiry, preparing them for further education and careers in fields such as medicine, environmental science, pharmacology, chemical engineering, and research. The course develops critical thinking, laboratory skills, and data analysis abilities essential for scientific investigation and innovation. Chemistry graduates are well-equipped for university degrees in science, health, and engineering, as well as for roles in healthcare, environmental management, and technology-driven industries. This subject suits students aiming to explore the molecular world and apply scientific knowledge to solve real-world problems.

Objectives

- Describe scientific phenomena, concepts, theories, models, and systems using appropriate language and representations.
- Apply scientific concepts and models within their limits; use algebraic, visual, and graphical tools to find unknowns and explain phenomena.
- Analyse primary and secondary data to identify trends, patterns, relationships, limitations, and uncertainty using qualitative and quantitative methods.
- Interpret evidence by drawing conclusions, making predictions, and developing arguments based on scientific understanding and data analysis.
- Evaluate the quality and validity of evidence and inquiry processes; reflect on findings to support/refute claims and suggest improvements.
- Design and conduct investigations with clear research questions; modify methods, manage risks, ethical issues, and acknowledge sources.



Marine Science

Marine Science explores the complexity of marine environments and the impact of human activity on ocean systems. Students develop an understanding of oceanography, marine biology, coral reef ecology, and marine resource management across four units. The subject fosters skills in scientific inquiry, evidence evaluation, and environmental decision-making.

Students gain transferable skills in problem-solving, research, and critical thinking, applicable to tertiary study and future careers. They learn to distinguish between opinion and evidence, plan and conduct investigations, and communicate scientific findings effectively.

Marine Science encourages a sense of curiosity and respect for marine life, global stewardship, and a deep understanding of how marine systems function and change. It also highlights the ongoing development of marine knowledge and its importance to society, ecosystems, and sustainability at local, regional, and global levels.

Pathways

Studying Marine Science prepares students for further education and careers in fields such as marine biology, environmental science, oceanography, aquaculture, conservation, and coastal management. It equips students with practical research skills, scientific reasoning, and an understanding of human impacts on marine environments. Marine Science provides a strong foundation for university study and vocational pathways in science, sustainability, and resource management. Graduates are well-positioned for roles in government, research institutions, environmental consultancy, and industries focused on ocean and coastal systems.

Objectives

- Describe scientific ideas using appropriate language, representations, and genres.
- Apply scientific concepts and models to explain phenomena and solve problems using visual, algebraic, and graphical methods.
- Analyse data to identify trends, patterns, and limitations using qualitative and quantitative methods.
- Interpret evidence to draw conclusions, justify claims, and make predictions based on scientific understanding.
- Evaluate claims and processes by assessing evidence, identifying limitations, and suggesting improvements.
- Investigate by developing research questions, refining methods, managing risks, and sourcing reliable information.

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • Topic 1: An ocean planet • Topic 2: The dynamic shore **Assessment** Formative internal assessment/s	**Marine biology** • Topic 1: Marine ecology and biodiversity • Topic 2: Marine environmental management **Assessment** Formative internal assessment/s	**Marine systems — connections and change** • Topic 1: The reef and beyond • Topic 2: Changes on the reef **Assessment** Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	**Ocean issues and resource management** • Topic 1: Oceans of the future • Topic 2: Managing fisheries **Assessment** Summative internal assessment 3: Research investigation (20%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.		Summative external assessment: Examination (50%)	

Physics

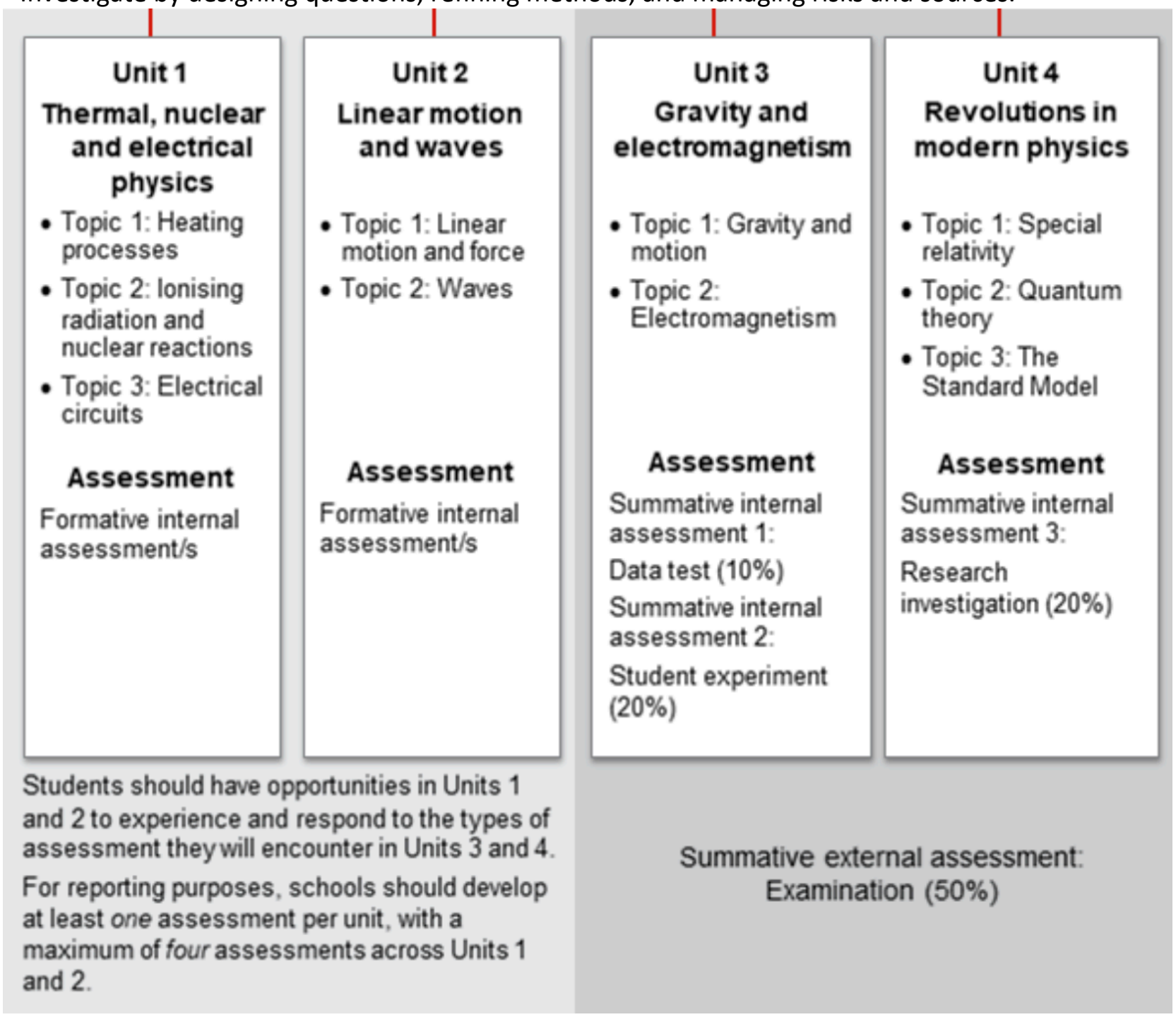
Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter 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.

Pathways

Studying Physics opens pathways to careers and further study in fields such as engineering, astrophysics, medical physics, data science, robotics, and renewable energy. It provides a strong foundation in problem-solving, mathematical modelling, and analytical thinking—skills essential in both scientific and technical professions. Physics graduates are well-prepared for university courses in STEM disciplines and are valued in industries ranging from aerospace and health to technology and research. This subject is ideal for students aiming to understand the physical world and apply that knowledge to innovate, design, and solve real-world problems.

Objectives

- Describe scientific ideas using clear language and representations.
- Apply scientific concepts and models to explain phenomena and solve problems.
- Analyse data to identify patterns, trends, and limitations.
- Interpret evidence to draw conclusions and justify scientific arguments.
- Evaluate evidence, claims, and methods to improve scientific investigations.
- Investigate by designing questions, refining methods, and managing risks and sources.



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
- communicates understandings, findings, arguments and conclusions

Course Structure

Unit 1
Individual development

- Topic 1: Psychological science A
- Topic 2: The role of the brain
- Topic 3: Cognitive development
- Topic 4: Human consciousness and sleep

Assessment

Formative internal assessment/s

Unit 2
Individual behaviour

- Topic 1: Psychological science B
- Topic 2: Intelligence
- Topic 3: Diagnosis
- Topic 4: Psychological disorders and treatments
- Topic 5: Emotion and motivation

Assessment

Formative internal assessment/s

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Unit 3
Individual thinking

- Topic 1: Localisation of function in the brain
- Topic 2: Visual perception
- Topic 3: Memory
- Topic 4: Learning

Assessment

Summative internal assessment 1:
Data test (10%)
Summative internal assessment 2:
Student experiment (20%)

Unit 4
The influence of others

- Topic 1: Social psychology
- Topic 2: Interpersonal processes
- Topic 3: Attitudes
- Topic 4: Cross-cultural psychology

Assessment

Summative internal assessment 3:
Research investigation (20%)

Summative external assessment:
Examination (50%)

TECHNOLOGIES

Digital Solutions

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Pathways

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

By conclusion of this 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 and evaluate impacts.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Course Structure

Digital Solutions

Unit 1 Creating with code	Unit 2 Application and data solutions	Unit 3 Digital innovation	Unit 4 Digital impacts
• Topic 1: Understanding digital problems • Topic 2: User experiences and interfaces • Topic 3: Algorithms and programming techniques • Topic 4: Programmed solutions	• Topic 1: Data-driven problems and solution requirements • Topic 2: Data and programming techniques • Topic 3: Prototype data solutions	• Topic 1: Interactions between users, data and digital systems • Topic 2: Real-world problems and solution requirements • Topic 3: Innovative digital solutions	• Topic 1: Digital methods for exchanging data • Topic 2: Complex digital data exchange problems and solution requirements • Topic 3: Prototype digital data exchanges
Assessment Formative internal assessment/s	**Assessment** Formative internal assessment/s	**Assessment** Summative internal assessment 1: Investigation — technical proposal (25%) Summative internal assessment 2: Project — digital solution (25%)	**Assessment** Summative internal assessment 3: Project — folio (25%) Summative external assessment: Examination (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Food & Nutrition

Food & Nutrition focuses on food science, nutrition, and food technologies. Students explore the chemical, functional, and sensory properties of food to create safe, nutritious, and sustainable food solutions. They examine all aspects of the food system—from production to consumption—considering issues like food safety, waste, sustainability, and consumer needs.

Through a problem-solving process, students apply scientific knowledge to develop real-world food solutions, justify decisions, and evaluate the broader impacts of their work. The course promotes independent and collaborative learning, encouraging students to think critically, solve open-ended problems, and manage projects effectively.

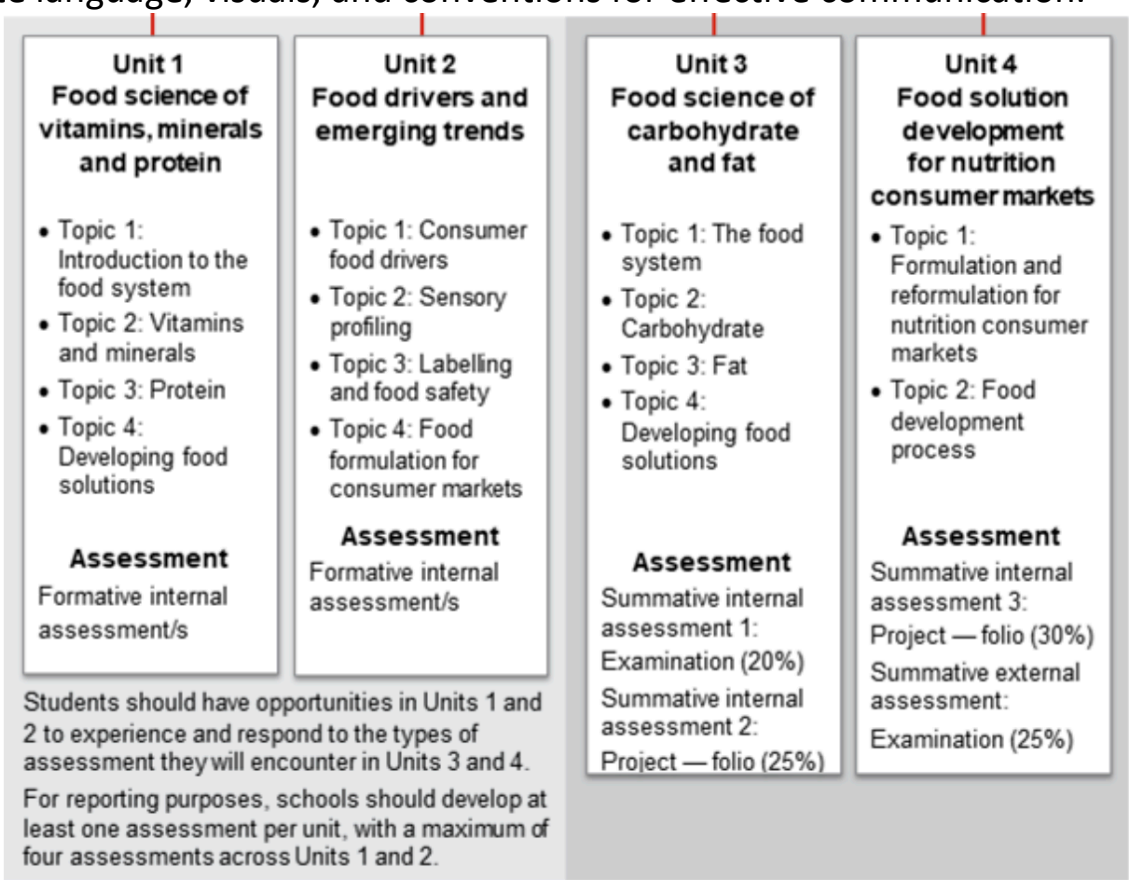
Across the four units, students build knowledge in key areas including nutrients, food preservation, consumer behaviours, food labelling, and food system transparency. They gain practical and transferable skills in communication, teamwork, ICT, and innovation.

Pathways

Studying Food & Nutrition prepares students for further education and careers in fields such as nutrition, dietetics, food science, health promotion, food technology, and hospitality. It provides a strong foundation in scientific inquiry, food systems, and sustainable practices. Students develop problem-solving, analytical, and communication skills valued in both vocational and university pathways. Graduates may pursue roles in health and wellness, product development, food safety, public health, or continue study in science, health, or environmental disciplines. This subject is ideal for those interested in improving food outcomes for individuals, communities, and the environment.

Objectives

- Recognise and describe key food and nutrition facts and principles across contexts.
- Explain food and nutrition ideas and problems clearly and in detail.
- Analyse problems, data, and relationships to identify patterns and constraints.
- Determine success criteria based on stakeholder needs and problem goals.
- Synthesise research and data to develop and expand viable solutions.
- Generate and test multiple prototypes to assess solution feasibility.
- Evaluate and refine solutions using evidence to make justified recommendations.
- Use appropriate language, visuals, and conventions for effective communication.



Hospitality Practices

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

Objectives

The following objectives are what students have the opportunity to learn:

1. Demonstrate practices, skills and processes.
2. Interpret briefs
3. Select practices skills and procedures
4. Sequence processes
5. Evaluate skills, procedures and products
6. Adapt production plans, techniques and procedures

Structure

Hospitality Practices is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Unit Options

Listed below are the unit options, only four units are selected for the course of study based on resources available and school discretion.

Culinary Trends	Practical demonstration & Project
Bar and barista basics	Practical demonstration & Project
In-house dining	Practical demonstration & Project
Casual dining	Practical demonstration & Project
Formal dining	Practical demonstration & Project
Guest services	Practical demonstration & Project

Assessment

Students receive A-E result on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards. Results are reported to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

For Units 3 and 4 students receive an A-E results on each of the four assessments completed using instrument-specific standards (ISS). These are reported to QCAA, schools may also report a not rated (NR).

Students receive an overall A-E final subject result which is reported to the QCAA.

THE ARTS

Drama

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Course overview

The objectives of the Drama course are to develop 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. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Unit 1	Unit 2	Unit 3	Unit 4

Unit 1: Share
Focus Question: How does drama promote shared understandings of the human experience?
Focus Areas:
• Cultural inheritances of storytelling
• Oral history and emerging practices
• Linear and non-linear dramatic forms
• Transformational characterisation and performance styles
	Unit 2: Reflect
	Focus Question: How is drama shaped to reflect lived experience?
	Focus Areas:
	• Realism, including:
	  ○ Magical realism
	  ○ Australian Gothic
	• Conventions of dramatic styles and associated texts
	• Reflection on lived, social, and cultural realities
		Unit 3: Challenge
		Focus Question: How does drama challenge perspectives and provoke thought?
		Focus Areas:
		• Contemporary theatre and associated dramatic styles
		• Political and social commentary
		• Experimental and non-traditional forms of drama
		• Performance in alternative or non-conventional spaces
			Unit 4: Transform
			Focus Question: How does drama transform ideas and experiences?
			Focus Areas:
			• Re-imagining and transformation of existing works
			• Use of contemporary technologies and multimedia
			• Global and intercultural dramatic perspectives
			• Transformation of audience perspectives

Assessment		Assessment	
Unit 1 Formative internal assessment Performance: Students interpret and perform a dramatic text or style that communicates shared cultural and human experiences.	Unit 2 Formative internal assessment Project (dramatic concept or performance): Students devise or reinterpret dramatic work reflecting a real or imagined experience.	Unit 3 Summative Internal Assessment 1 (IA1): Performance – 20% Students perform a polished dramatic work applying the conventions of a	Unit 3 Summative Internal Assessment 3 (IA3): Project – Practice-led Project – 35% Students create and perform an original dramatic work, guided by inquiry and experimentation.

Responding: Students analyse and respond to live or recorded drama, considering how meaning is shared through dramatic languages.	Responding: Analysis of how drama reflects personal or societal realities through style, structure, and performance.	challenging, contemporary style. Summative Internal Assessment 2 (IA2): Project – Dramatic Concept – 20% Students develop a directorial or conceptual vision for a dramatic performance with rationale, concept documentation, and rehearsal samples.	Summative External Assessment (EA): Extended Analytical Response – 25% A written exam where students analyse and evaluate dramatic works in relation to transformation and audience impact.

Music

Music is an intellectually engaging intersection of lateral thought and practice. Creative and expressive communication is central to the course of study. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music.

The development of musicianship through making (composing and performance) and responding (musicology) is at the centre of the study of music. 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

Music is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration and management, 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 the use of 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

<table>
<tr><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Designs
Through inquiry learning, the following is explored:

How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td><td>Identities
Through inquiry learning, the following is explored:

How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td><td>Innovations
Through inquiry learning, the following is explored:

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td><td>Narratives
Through inquiry learning, the following is explored:

How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td></tr>
<tr><td colspan="2">Assessment</td><td colspan="2">Assessment</td></tr>
<tr><td>Unit 1 summative internal assessment 1: performance (20%)

Unit 1 summative internal assessment 2: composition (20%)</td><td>Unit 2 summative internal assessment 3: Project (35%)</td><td>Unit 3 summative internal assessment 1: Performance (20%)

Unit 3 summative internal assessment 2: Composition (20%)</td><td>Unit 4 summative internal assessment 3: Project (35%)</td></tr>
<tr><td colspan="2">Year 11 - Units 1 & 2 formative internal assessment: Examination (25%)</td><td colspan="2">Year 12 – Units 3 & 4 summative external assessment: Examination (25%)</td></tr>
</table>

Visual Art

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

Pathways

The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.
Tertiary studies, vocational education or work experience in visual arts can lead to and benefit careers in diverse fields such as:

- Advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist
- Arts Administration and Management, e.g. art project manager, agent, events and festivals manager
- Communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer
- Creative Industries, e.g. visual artist, illustrator, photographer, screenwriter
- Design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer
- Education, e.g. specialist classroom teacher, lecturer, private teacher
- Galleries and Museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator
- Film and Television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer
- Public Relations, e.g. campaign manager, publicist, creative director
- Science and Technology, e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

Objectives

1. Implement ideas and representations.
2. Apply literacy skills.
3. Analyse and interpret visual language, expression and meaning in artworks and practices.
4. Evaluate influences.
5. Justify viewpoints.

6. Experiment in response to stimulus.
7. Create visual responses using knowledge and understanding of art media.
8. Realise responses to communicate meaning.

Course Structure

Progression within a course of study

During the two-year course of study in Visual Art, students should make increasingly student-directed selections of focuses, contexts and media.

<table>
<tr><th></th><th>Unit 1</th><th>Unit 2</th><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>Concept</td><td rowspan="2">Art as lens:
lenses to explore the material world</td><td rowspan="2">Art as code:
art as a coded visual language</td><td colspan="2">Body of work</td></tr>
<tr><td>Art as knowledge:
constructing knowledge as artist and audience</td><td>Art as alternate:
evolving alternate representations and meaning</td></tr>
<tr><td>Context</td><td>• Personal
• Contemporary</td><td>• Formal
• Cultural</td><td>• Contemporary, personal, cultural and/or formal</td><td>• Contemporary
• Personal, cultural and/or formal</td></tr>
<tr><td>Focus</td><td>People, place, objects</td><td>Codes, symbols, signs and art conventions</td><td colspan="2">Student-directed</td></tr>
<tr><td>Media</td><td colspan="2">Two-dimensional, three-dimensional and time-based by the end of Unit 2.</td><td colspan="2">Student-selected</td></tr>
<tr><td>Assessment</td><td colspan="2" rowspan="2">School-designed assessment</td><td>• Investigation — inquiry phase 1 (20%)
• Project — inquiry phase 2 (25%)</td><td>• Project — inquiry phase 3 (30%)</td></tr>
<tr><td colspan="2">• External assessment — Examination (25%)</td></tr>
<tr><td colspan="5">Making and responding</td></tr>
</table>