Curriculum Guide

Years 11 and 12

2026-2027

Empowering Learners. Empowering Futures.

Table of Contents

INFORMATION TO CONSIDER

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.
If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. 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.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program with the Wavell Support Centre (WSC). At the end of the senior phase of learning, eligible students achieve a QCIA.

Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

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

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. General subjects include Extension subjects.
In addition to literacy and numeracy, General 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 and communication technologies (ICT) skills.

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.

In addition to literacy and numeracy, 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

Senior External Examination
The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

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.

Australian Tertiary Admission Rank (ATAR) eligibility
The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification

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

English requirement
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General Syllabuses

Structure
The syllabus structure consists of a course overview and assessment.

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.

Extension Syllabuses Course Overview

- Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.
- Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.
- The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment
Schools devise assessments in Units 1 and 2 to suit their local context. In most cases, Unit 1 and 2 assessments will mirror Units 3 and 4 internal assessments. 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).

Units 1 and 2 Assessments

Wavell is required to report satisfactory completion of Units 1 and 2 to the QCAA, and will report levels of achievement to students and parents/carers using grades and descriptive statements.

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. Faculties will 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.

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e., the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

Instrument-Specific Standards Matrixes

For each assessment instrument, an instrument-specific standards matrix will address the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument.

Essential English and Essential Mathematics — Common Internal Assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA;
- common to all schools;
- delivered to schools by the QCAA;
- administered flexibly in Unit 3;
- administered under supervised conditions;
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative Internal Assessment — Instrument-Specific Standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4. The instrument-specific standards 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.

QCAA Senior Syllabuses

Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

English

General
- English
- Literature
- English & Literature Extension

Applied
- Essential English

Humanities

General
- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History

Applied
- Social & Community Studies

Technologies

General
- Design
- Digital Solutions
- Engineering
- Food & Nutrition
- Aerospace Systems*

Applied
- Fashion
- Furnishing Skills
- Building and Construction Skills
- Information & Communication Technology
- Hospitality Practices

Health and Physical Education

General
- Health
- Physical Education

Applied
- Sport & Recreation

Science

General
- Biology
- Chemistry
- Earth & Environmental Science
- Physics

Applied
- Science in Practice

Languages

General
- French
- German
- Japanese

The Arts

General
- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

Applied
- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Visual Arts in Practice

Senior Course Prerequisites

When planning your senior pathway, be aware that Wavell State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Students should demonstrate at least a C standard in Extension/Core English to undertake any General course in Year 11, to ensure success.

English		
English	General	B in Extension/Core English
Literature	General	B in Extension/ Core English
English & Literature Extension	General	By invitation – Year 12 only
Essential English	Applied	---
Mathematics		
General Mathematics	General	D in Extension Maths/ B in Core Maths
Mathematical Methods	General	B in Extension Maths
Specialist Mathematics*	General	B in Extension Maths + Mathematical Methods
Essential Mathematics	Applied	---
*Specialist Mathematics must by studied with Mathematical Methods.		
Business & Information Technology (IT)		
Accounting*	General	C in Core English or D in Extension English C in Core Maths or D in Extension Mathematics
Business*	General	C in Core English or D in Extension English
Digital Solutions	General	C in Core English or D in Extension English C in Core Maths or D in Extension Mathematics
Information & Communication Technology	Applied	---
Certificate III in Business	VET Qualification	C in Core/Foundation English or D in Extension Mathematics
*Recommended Business Studies in either Year 9 or Year 10.		
Home Economics		
Food and Nutrition	General	C in Extension/Core English C in Science
Fashion	Applied	---
Hospitality Practices	Applied	---
Certificate III in Early Childhood Education & Care	VET Qualification	C in Extension/Core English
HPE		
Health	General	B in Core English or C in Extension English
Physical Education	General	C in Extension/Core English
Sport & Recreation (General)	Applied	---
Sport & Recreation (Rugby League)	Applied	By invitation
Sport & Recreation (Netball)	Applied	By invitation
Humanities		
Ancient History	General	C in Extension/Core English
Modern History	General	C in Extension/Core English
Economics	General	C in Extension/Core English

Geography	General	C in Extension/Core English
Legal Studies	General	C in Extension/Core English
Social & Community Studies	Applied	---
Certificate IV in Crime & Justice Studies	VET Qualification	C in Extension/Core English
Industrial Technology & Design (ITD)		
Design	General	---
Engineering**	General	B in Core/Extension Mathematics B in Science
Building and Construction Skills	Applied	B in Industrial Trade Skills
Furnishing Skills*	Applied	---
Engineering Skills**	Applied	---
*Recommended Industrial Trade Skills in either Year 9 or Year 10. **Recommended Engineering in Year 10.		
Languages		
French*	General	C in French
German*	General	C in German
Japanese*	General	C in Japanese
Certificate II in Applied Languages (Italian)	Applied	---
*Prerequisite standard may be met for native or background speakers.		
Science		
Biology	General	C in Science General Prep or A in Science Applied Prep
Chemistry	General	B in Science General Prep
Earth & Environmental Science	General	C in Science General Prep or A in Science Applied Prep
Physics	General	B in Science General Prep C in Extension Mathematics B in Core Mathematics
Science in Practice	Applied	---
Certificate III in Allied Health	VET Qualification	---
The Arts		
Dance	General	C in Extension/Core English Recommended Junior Dance
Drama	General	C in Extension/Core English Recommended Junior Drama
Film, Television & New Media	General	C in Extension/Core English
Music	General	C in Extension/Core English C in Junior Music Capacity to sing and/or play an instrument to a satisfactory level as determined by Head of Department.
Visual Art	General	C in Extension/Core English
Dance in Practice	Applied	Audition only

Drama in Practice (Drama Excellence)	Applied	Audition only
Media Arts in Practice	Applied	---
Visual Arts in Practice	Applied	---

Senior Subject Selection Policy

Year 11 and 12 students:

- must study a minimum of 5 General subjects if an ATAR is required;
- must study either English, Literature or Essential English;
- must study either Mathematical Methods, General Mathematics or Essential Mathematics;
- must study 5 or 6 subjects in both Year 11 and Year 12. Students who choose 5 subjects should then chose Personalised Learning as their sixth subject;
- students wanting to study Specialist Mathematics must also study Mathematical Methods.

Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.

Queensland Certificate of Education

Wavell State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard, unless they are working towards a QCIA. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

QCE Credit and Duplication of Learning

Applied subjects offered at Wavell State High School and Certificate II level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning as outlined in the following table. Therefore, QCE credits are not awarded for all learning.

Applied Subject	VET Qualification	MAX. QCE Credit
Fashion	MST20722 Certificate II in Apparel, Fashion and Textiles	4
Furnishing Skills	MSF20522 Certificate II in Furniture Making Pathways	4
Engineering Skills	MEM20422 Certificate II in Engineering Pathways	4
Hospitality Practices	SIT20316 Certificate II in Hospitality SIT20322 Certificate II in Hospitality	4
Building and Construction Skills	CPC20220 Certificate II in Construction Pathways	4
Information & Communication Technology	ICT20120 Certificate II in Applied Digital Technologies	4
Sport & Recreation	SIS20115 Certificate II in Sport and Recreation SIS20122 Certificate II in Sport and Recreation	4
Dance in Practice	CUA20120 Certificate II in Dance	4
Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
Note: If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.		

WAVELL ACCESS PROGRAM

Years 11 and 12

The Wavell Access Program (ACX) in Years 11 and 12 is a compulsory program for all students and is taken during the scheduled 70-minute Access lesson each Thursday in Lesson 3. This school subject addresses a broad range of issues, including: study skills; cognitive verbs, time management and plans for the post-secondary-school phase of education. It further develops the skills inherent in the Queensland Curriculum and Assessment Authority (QCAA) Senior Syllabi. Additionally, it raises awareness of relationships, wellbeing, safety and sexual health.

The key topics covered in the program are:

Human Relationship Education
The program is coordinated by our School Nurse and involves topics such as sexual health, sexually transmitted infections, consent, contraception, sexting and sexual identity. Guest speakers and medical professionals are organised to present to the students on the above topics. Presentations by external providers such as Headspace are also offered.

Students will also partake in lessons on mental health and wellbeing and will learn strategies to ensure a healthy school and life balance, while completing Senior Schooling. Lessons on safe partying, drinking and driving will also be delivered.

Study Skills

Furthermore, study and time management skills are focused on in Access lessons. Students are exposed to and encouraged to practise a range of different study strategies, so they can create healthy study and revision habits that will assist them both in their senior schooling and life after school. To build on content covered in Access in Year 10, senior students are further educated about ATAR and non-ATAR pathway options, including: tertiary education; Vet Qualifications; TAFE; School Based Apprenticeships and Traineeships and career options. In Year 12, students will be shown how to apply for university through the Queensland Tertiary Admissions Centre (QTAC).

CPR4Life
Another key element of the senior Access program is CPR4Life. CPR4Life is a program designed to give students a basic understanding on how to conduct CPR in a situation where they may need to. This program is not an official training program and therefore, does not carry a certificate or qualification. It is based on providing students with hands on learning experience that they can take with them after school.

GENERAL SUBJECTS

General English (ENG)

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret, respond to 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 explore how a diverse range of literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways
A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility. 21st century skills learnt in English will contribute towards preparing students for higher education, work and engagement in a complex and rapidly changing world. These skills are embedded in the syllabus objectives, unit objectives, subject matter and Instrument Specific Marking Guides (ISMGs).

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension or a 'B' in Year 10 Core English. General English is not recommended for students from Foundation English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and 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	**Texts and culture** • 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	**Textual connections** • 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	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA2): • Extended response — persuasive spoken response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA1): • Extended response — written response for a public audience	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Literature (LIT)

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways
A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility. 21st century skills learnt in Literature will contribute towards preparing students for higher education, work and engagement in a complex and rapidly changing world. These skills are embedded in the syllabus objectives, unit objectives, subject matter and Instrument Specific Marking Guides (ISMGs).

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension or a 'B' in Year 10 Core English. Literature is not recommended for students from Foundation English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

English & Literature Extension (ELX)

English & Literature Extension is an extension of both the English and the Literature syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken. English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued. Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways
A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world, are key elements, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Prerequisites
This is an invitation only subject. Invitations are sent out in term 4 of Year 11.

Structure
To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading • Readings and defences • Complex transformation and defence	**Exploration and evaluation** • Extended academic research paper • Application of theory

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): • Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): • Extended response — complex transformation and defence	20%	Summative external assessment (EA): • Examination — theorised exploration of unseen text	25%

General Mathematics (MAG)

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. 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 matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of 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 cultural 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.

Prerequisites
General Mathematics students must have achieved at least a 'C' in Year 10 Extension Maths or a 'B' in Core Maths. General Mathematics is not recommended for students in Foundation Maths.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of linear equations and their graphs • Matrices • Univariate data analysis 1 & 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 & 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 & 2 • Graphs and networks • Networks and decision mathematics 1 & 2

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%	Summative external assessment (EA): • Examination	50%

Mathematical Methods (MAM)

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to 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. Students learn topics that 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 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. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways
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.

Prerequisites
Mathematical Methods students must have achieved at least an 'B' in Year 10 Extension Maths. Mathematical Methods is not recommended for students from Core or Foundation Maths.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%	Summative external assessment (EA): • Examination	50%

Specialist Mathematics (MAS)
(can only be studied in conjunction with Mathematical Methods)

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

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

Prerequisites
Specialist Mathematics students must have achieved at least an 'B' in Year 10 Extension Maths. Specialist Mathematics is to be undertaken in conjunction with Mathematical Methods.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%	Summative external assessment (EA): • Examination	50%

Accounting (ACC)

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Pathways
A course of study in accounting can establish a basis for further education and employment in many fiends including business, commerce, entrepreneurship and the personal management of financial resources.

Prerequisites
Students must have achieved at least a 'C' in Year 10 Core English and Core Maths.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world Accounting • Introduction to Accounting • Accounting for today's business	**Financial Reporting** • End of year reporting for today's businesses • Performance analysis of a sole trader business	**Managing Resources** • Cash management • Managing resouces for a sole trader business	**Accounting — the big picture** • Fully classified statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Aerospace Systems (AER)

Please note: this subject is offered in partnership with Aviation High School and is a **remote** subject offered via distance education. Curriculum is taught by teachers during scheduled online lessons using QLearn and Microsoft Teams. Students must be self-motivated.

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems. They identify patterns in problematic aerospace systems situations and propose solutions. Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations.

Pathways
A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Prerequisites
Students must have achieved at least a 'B' in Core English and a 'C' in Core Mathematics. They must also be able to commit to 3 x 60 min lessons/week Wed-Fri 7:30am-8:30am.

Cost
There is a cost of $100.00 charged by Aviation High School to cover EB6 Flight computer, flight ruler & flight protractor. Additionally, there is a $61.00 SRS fee annually charged by Aviation High School.

Structure
The proposed topics to be studied are outlined below but are subject to change.

Unit 1	Unit 2	Unit 3	Unit 4
Aerospace systems and structures • Solving aerospace problems • Aerospace industries	**Emerging aerospace technologies** • Operational assets • Operational environments • Operational control systems • Future applications	**Aerospace operational systems** • Aerospace regulatory systems • Human performance • Safety management systems and human factors • Operational accident and incident investigation processes • Airport and airline operation systems	**Aircraft performance systems and human factors** • Airspace Management • Aircraft performance • Aircraft maintenance • Aircraft navigation and radio communication technologies • Human performance and limitations

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Aerospace solution	25%	Summative internal assessment 3 (IA3): • Aerospace solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History (AHS)

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and a 'C' in Humanities and Social Science subjects.

Structure
The proposed topics to be studied are outlined below but are subject to change.

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies: Beliefs, rituals and funerary practices	**Personalities in their time** • Hatshepsut • Cleopatra	**Reconstructing the ancient world** • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon	**People, power and authority** • Ancient Rome: Civil War • Caesar

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Biology (BIO)

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Excursions and incursions will be organised to enhance the understandings gained in the study of Biology, and in some cases contribute directly to assessment items. It is an expectation of enrolment in this course that students attend these excursions/incursions.

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.

Prerequisites
Students must have achieved at least a 'C' in Year 10 General preparation Science. If a student achieves an 'A' in Year 10 Applied preparation Science, they may be accepted into the course by invitation - after an assessment of their effort in the applied Year 10 course. Students will need to work consistently both in class and at home over the full two years of the course. Biology may be taken by itself or in conjunction with Physics, Earth & Environmental Science or Chemistry. A Senior Mathematics from the General Subjects should be included to provide the necessary mathematical background for data analysis.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student Experiment	20%	Summative external assessment (EA): • Examination	50%

Business (BUS)

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Chemistry (CHM)

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Excursions and incursions will be organised to enhance the understandings gained in the study of Chemistry, and in some cases contribute directly to assessment items. It is an expectation of enrolment in this course that students attend these excursions/incursions.

Pathways
A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Prerequisites
Students must have achieved at least a 'B' in Year 10 General preparation Science. This does not guarantee success in Chemistry; students must also be prepared to work consistently in school and at home through both years of the course and seek help whenever they experience difficulties. Chemistry may be taken by itself or in conjunction with Biology, Earth & Environmental Science or Physics. A Senior Mathematics from the General Subjects should be included to provide the necessary mathematical background for data analysis.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student Experiment	20%	Summative external assessment (EA): • Examination	50%

Dance (DAN)

Dance uses the body as an instrument to foster creativity, expression and communication of ideas. Students will study dance in various genres and styles, exploring a variety of cultural, social and historical contexts and viewpoints. They will develop technical and expressive skills through the performance of style-specific technique. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Students studying Dance have the opportunity to extend their knowledge and skills in the areas of performance, as well as backstage, audio and lighting via extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology. Collaboration, time management, spatial awareness and interpersonal communication are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Prerequisites
It is advantageous to have studied Dance in Years 9 and 10. Though not essential, studio training is encouraged.

Levy & Resources
*A levy of $100 per student, per year will be charged to assist with workshops, costumes hire and other resources. Some extra costs may need to be incurred by the students such hair and makeup and personal costume and attire requirements.
*Students are encouraged to purchase the school's dance uniform or wear the school sports uniform for class and practical assessments.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies • How does dance communicate meaning for different purposes and in different contexts? • Genres: Contemporary and at least one other genre. • Subject matter: meaning, purpose and context, historical and cultural origins of focus genres.	**Moving through environments** • How does the integration of the environment shape dance to communicate meaning? • Genres: Contemporary and at least one other genre. • Subject matter: physical dance environments.	**Moving statements** • How is dance used to communicate viewpoints? • Genres: Contemporary and at least one other genre. • Subject matter: social, political and cultural influences on dance.	**Moving my way** • How does dance communicate meaning for me? • Genres: fusion of movement styles. • Subject matter: developing a personal movement style, personal viewpoints and influences on genre.

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Dance Work	35%
Summative internal assessment 2 (IA2): • Choreography	20%	Summative external assessment (EA): • Examination — extended response	25%

Design (DES)

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

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

Prerequisites
N/A

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred Design • Designing for Others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions (DIS)

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.
Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Pathways
A course of study in Digital Solutions can establish a basis for further education and employment in many fields including science, technologies, engineering and mathematics.

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and Maths.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination - combination response	25%

Drama (DRA)

Drama fosters creative and expressive communication. Students develop vital life skills by investigating, communicating and sharing stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves them developing a range of artistic skills. A key component to the Drama course is viewing live theatre and students also have the opportunity to engage in industry led workshops with experienced artists. Wavell Drama has a strong connection with Shake and Stir Theatre Company and Queensland Conservatorium Griffith University and this partnership directly enhances students' creative skills. Students studying Drama have the opportunity to extend their knowledge and skills in the areas of performance, as well as the many facets of technical theatre, including stage management and sound and lighting coordination both in class and via extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Drama can establish a basis for further education and employment in the field of drama, creative industries and cultural institutions, including arts administration and management, communication, law, education and public relations. The skills of effective communication, problem solving and working in a team to a common goal are crucial to any successful career path. (Last sentence has been added)

Companion Subjects
Students with a strong interest in Drama and have a particular passion for performance, may also study Drama in Practice (Excellence Program).

Prerequisites
It is recommended that students have achieved at least a 'C' in Year 10 English.

Levy
*Drama Levy - A levy of $50 per student, per year will be charged to assist with workshops, performances or resources throughout the year. Additional excursions may incur an extra cost.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share • How does drama promote shared understandings of the human experience? • Cultural inheritances of storytelling, oral history and emerging practices • Verbatim Theatre	**Reflect** • How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic	**Challenge** • How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre	**Transform** • How can you transform dramatic practice? • Contemporary performance • Shakespeare, Greek Theatre and Neoclassicism

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project – Practice-Led Project	35%
Summative internal assessment 2 (IA2): • Project – Dramatic Concept	20%	Summative external assessment (EA): • Examination — extended response	25%

Earth & Environmental Science (ESC)

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. Excursions and incursions will be organised to enhance the understandings gained in the study of Earth and Environmental Science, and in some cases contribute directly to assessment items. It is an expectation of enrolment in this course that students attend these excursions/incursions.

Pathways
A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Prerequisites
Students must have achieved at least a 'C' in Year 10 General preparation Science. If a student achieves an 'A' in Year 10 Applied preparation Science, they may be accepted into the course by invitation - after an assessment of their effort in the applied Year 10 course. Students will need to work consistently both in class and at home over the full two years of the course. Earth and Environmental Science may be taken by itself or in conjunction with Biology, Chemistry or Physics. A Senior Mathematics from the General Subjects should be included to provide the necessary mathematical background for data analysis.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes — energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth — extracting using and managing Earth resources** • Use of non-renewable Earth resources • Use of renewable Earth resources	**The changing Earth — the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Summative internal assessment 2 (IA2): • Student Experiment	20%	Summative external assessment (EA): • Examination	50%

Economics (ECN)

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions. Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways
A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and a 'C' in Humanities and Social Science subjects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

Engineering (EGR)

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways
A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Prerequisites
Students must have achieved at least a 'B' in Year 10 Extension Maths and Science or a 'B' in Year 10 Core Maths and Science. Students enrolled in Year 10 Engineering with at least a 'B', will also be accepted.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to Engineering mechanics • Introduction to Engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil Structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

Film, Television & New Media (FTM)

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. Film and TV students have the option to participate in projects that are devised annually, including activities such as designing graphics for school productions, marketing materials for events, and filming/photography of events. Opportunities are advertised to Film and TV students as they become available. Students may also be interested in extending their knowledge and skills in the areas of backstage, audio and lighting via student technical crew opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, advertising and marketing, arts administration and management, communication, design, education, film and television and public relations.

Companion Subject
Media Arts in Practice may be studied in conjunction with Film, Television & New Media.

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: Technologies • How are tools and associated processes used to create meaning? • Concept: Institutions • How are institutional practices influenced by social, political and economic factors? • Concept: Languages • How do signs and symbols, codes and conventions create meaning?	**Stories** • Concept: Representations How do representations function in story forms? • Concept: Audiences • How does the relationship between story forms and meaning change in different contexts? • Concept: Languages • How are media languages used to construct stories?	**Participation** • Concept: Technologies • How do technologies enable or constrain participation? • Concept: Audiences • How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: Institutions • How is participation in institutional practices influenced by social, political and economic factors?	**Artistry** • Concept: Technologies • How do media artists experiment with technological practices? • Concept: Representations • How do media artists portray people, places, events, ideas and emotions? • Concept: Languages • How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%	Summative external assessment (EA): • Examination — extended response	25%

Food & Nutrition (FNU)

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system.
Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. The problem-based learning framework in Food and Nutrition encourages students to apply their knowledge, become self-directed learners and develop beneficial collaboration and management skills.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and Science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	**Food science of carbohydrate and fat** • The food system • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Food development process

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination	25%	Summative internal assessment 3 (IA3): • Food and Nutrition Solution	25%
Summative internal assessment 2 (IA2): • Food and Nutrition Solution	25%	Summative external assessment (EA): • Examination	25%

French (FRE)

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts, including a range of text types. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 French. The prerequisite may be met by native or background speakers.

Excursions & Trips
Typically, students will participate in excursions and incursions in Years 11 and/or 12, such as a meal at a French restaurant or the French Film Festival. We also offer Study Tours to France in alternate years which are open to students in Years 9-12 studying French. The next Tours are planned for 2026 and 2028.

Levy
Year 11 students will be expected to purchase an eBook which they will use in both years. Fees will be published at the start of 2026.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie — My world • Family/carers • Peers • Education	**L'exploration du monde — Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre société; culture et identité — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Mon présent; mon avenir — My present; My future** • The present • Future choices

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Geography (GEG)

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and a 'C' in Humanities and Social Science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

German (GER)

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts, including a range of text types. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 German. The prerequisite may be met by native or background speakers.

Excursions & Trips
Typically, students will participate in excursions and incursions in Years 11 and/or 12, such as a meal at a German restaurant or the German Film Festival. We also offer Study Tours to Germany in alternate years which are open to students in Years 9-12 studying German. The next Tours are planned for 2026 and 2028.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt — My world • Family/carers • Peers • Education	**Unsere Welt erkunden — Exploring our world** • Travel and exploration • Social customs • German influences around the world	**Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**Meine Gegenwart; meine Zukunft — My present; my future** • The present • Future choices

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Health (HEA)

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced

Pathways
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.

Prerequisites
Students must have achieved at least a 'B' in Year 10 Extension/Core English. NB: Students taking Essential English are recommended not to take Health. To succeed in Health, students need to have: an interest in health issues and health promotion; very good skills in reading, comprehension (research) and writing; very good organisational skills and a desire to undertake further tertiary studies would be beneficial. Students who did not study HPE in Year 10 are not excluded from this subject choice but will need to show evidence of ability to succeed.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol	**Community as a resource for healthy living** • Anxiety	**Respectful relationships in the post-schooling transition**

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Japanese (JPS)

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts, including a range of text types. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 Japanese. The prerequisite may be met by native or background speakers.

Excursions & Trips
Typically, students will participate in excursions and incursions in Years 11 and/or 12, such as to a meal at a Japanese restaurant. We also offer Study Tours to Japan in alternate years which are open to students in Years 9-12 studying Japanese. The next Tours are planned for 2027 and 2029.

Levy
Year 11 students will be expected to purchase an eBook which they will use in both years. Fees will be published at the start of 2026.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — **My world** • Family/carers • Peers • Education	私達の世界をたんけんする — **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とアイデンティティ — **Our society; culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 — **My present; my future** • The present • Future choices

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies (LEG)

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 develop are universally valued in business, health, science and engineering industries.

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and a 'C' in Humanities and Social Science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Modern History (MHS)

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

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

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English and a 'C' in Humanities and Social Science.

Structure
The proposed topics to be studied are outlined below but are subject to change.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Meiji Restoration, 1868–1912	**Movements in the modern world** • Women's movement • Anti-apartheid movement in South Africa, 1948-1991	**National experiences in the modern world** • Germany,1914–1945 • China, 1931–1976 •	**International experiences in the modern world** • Arab –Israeli War 1948 – to present • Cold War, 1945–2014

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Music (MUS)

Music fosters creative and expressive communication. The treatment and combination of different music elements and concepts enables musicians to design music that communicates meaning through composition and performance. The three strands of study are Musicology, Composition and Performance. Through analysis of studied works, styles and genres, students learn to evaluate music through the synthesis of analytical information to justify a viewpoint. In the understanding and execution of music elements and concepts, students apply their knowledge to compose new works. In Performance, students demonstrate their practical music skills through refining solo and/or ensemble performances and realise music ideas through the demonstration and interpretation of music elements found in the repertoire to convey meaning and emotion to an audience.

Pathways
A course of study in Music can establish a basis for further education and employment in arts administration, communication, education, creative industries, public relations, health science and technology. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Companion Subjects
In Year 12 General Senior Music Extension may be studied in conjunction with General Senior Music.

Prerequisites
Entry to the General Senior Music course is by either successful completion of the Year 9 Accelerated Music or Year 10 Core Music courses. Alternatively, students may apply to Head of Department – The Arts (Performance) if able to demonstrate satisfactory performing and/or composing skills and a C standard in Core/Extension English.

Levy
*All students studying Music are required to pay a $100.00 annual levy to assist in the provision of a professional workshop, equipment and copyright.
*Students involved in extra-curricular Arts activities will be required to pay additional fees beyond this.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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?	**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?	**Innovations** Through inquiry learning, the following is explored: • How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: • How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated Project	35%
Summative internal assessment 2 (IA2): • Composition	20%	Summative external assessment (EA): • Examination	25%

Music Extension (Composition) (MUX)

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Composition specialisation, students create new music works. They demonstrate the use of music elements and concepts and manipulate music ideas to express meaning and/or emotion to an audience through resolved compositions. Students studying Music have the opportunity to extend their knowledge and skills in the areas of performance, as well as backstage, audio and lighting via student technical crew extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Music Extension can establish a basis for further education and employment in arts administration, communication, education, creative industries, public relations, film and online games, science and technology. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Companion Subjects
Students must also study the parent subject of General Senior Music.

Prerequisites
Students must have already achieved an appropriate level of compositional skills in Year 11 to undertake this modality in Year 12. Entry to this course is in consultation with the student's class music teacher and appraisal of their composition tasks.

Levy
*All students studying Music are required to pay a $100.00 annual levy to assist in the provision a professional workshop, equipment and copyright.
*Students involved in extra-curricular Arts activities will be required to pay additional fees beyond this.

Structure

Unit 3	Unit 4
Explore • Key Idea 1: Initiate Best Practice • Key Idea 2: Consolidate Best Practice	**Emerge** • Key Idea 3: Independent Best Practice

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition Project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%	Summative external assessment (EA): • Examination — extended response	25%

Music Extension (Musicology) (MUX)

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Musicology specialisation, students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. Students studying Music have the opportunity to extend their knowledge and skills in the areas of performance, as well as backstage, audio and lighting via student technical crew extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations, science and technology. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Companion Subjects
Students must also study the parent course of General Senior Music.

Prerequisites
Entry into this course is by application. Students must have achieved at least a 'C' or higher in Year 11 Music and English.

Levy
*All students studying Music are required to pay a $100.00 annual levy to assist in the provision a professional workshop, equipment and copyright.
*Students involved in extra-curricular Arts activities will be required to pay additional fees beyond this.

Structure

Unit 3	Unit 4
Explore • Key Idea 1: Initiate Best Practice • Key Idea 2: Consolidate Best Practice	**Emerge** • Key Idea 3: Independent Best Practice

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology Project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%	Summative external assessment (EA): • Examination — extended response	25%

Music Extension (Performance) (MUX)

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Performance specialisation, students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to communicate the meaning in their performances. Students studying Music have the opportunity to extend their knowledge and skills in the areas of performance, as well as backstage, audio and lighting via student technical crew extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations, science and technology. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Companion Subjects
Students must also study the parent course General Subject of Music.

Prerequisites
Entry into this course is by application and audition. Students must have achieved at least a 'C' or higher in Year 11 Music and English.

Levy
*All students studying Music are required to pay a $100.00 annual levy to assist in the provision a professional workshop, equipment and copyright.
*Students involved in extra-curricular Arts activities will be required to pay additional fees beyond this.

Structure

Unit 3	Unit 4
Explore • Key Idea 1: Initiate Best Practice • Key Idea 2: Consolidate Best Practice	**Emerge** • Key Idea 3: Independent Best Practice

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology Project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%	Summative external assessment (EA): • Examination — extended response	25%

Physical Education (PED)

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful 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.

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English. NB: Students taking Essential English are encouraged not to take Physical Education. Practical participation is expected and sound motor skills are recommended. Students who did not study HPE in Year 10 are not excluded from this subject choice but will need to show evidence of ability to succeed.
A minimum B in 10HPE is recommended. This subject may incur an excursion fee of up to $50.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and basketball • Motor learning integrated with Basketball • Functional anatomy and biomechanics integrated with Volleyball	**Sport psychology, equity and lawn bowls** • Sport psychology integrated with lawn bowls • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and badminton** • Tactical awareness integrated with badminton • Ethics and integrity	**Energy, fitness and training and touch** • Energy, fitness and training integrated with touch

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

Physics (PHY)

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Excursions and incursions will be organised to enhance the understandings gained in the study of Physics, and in some cases contribute directly to assessment items. It is an expectation of enrolment in this course that students attend these excursions/incursions.

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

Prerequisites
Students must have achieved at least a 'B' in Year 10 Science and C in Extension Maths or an A in Core Maths. Students should be well motivated, prepared to work consistently at school and at home and be able to analyse and present ideas clearly. Physics students must also select Mathematical Methods, as this gives them the mathematical tool kit that they will require in Physics. Physics is often selected with Specialist Mathematics, Engineering or Chemistry as these subjects complement one another. Physics may be taken by itself or in conjunction with Biology, Earth & Environmental Science or Chemistry.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data Test	10%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Summative internal assessment 2 (IA2): • Student Experiment	20%	Summative external assessment (EA): • Examination	50%

Visual Art (ART)

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Through an inquiry learning model, students develop critical and creative thinking skills.

Pathways
A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; in creative industries and cultural institutions; and in advertising, arts administration and management, communication, design, education, galleries and museums, film and television and public relations.

Companion Subject
Design and/or Visual Arts in Practice

Prerequisites
Students must have achieved at least a 'C' in Year 10 Extension/Core English. Though not essential, it is recommended that students have studied Visual Art in Years 9 and 10.

Levy and Workshops/Excursions
*A levy of $30 per student, per year, will be charged, to assist with workshops conducted by specialist professional artists. This includes the required Visual Diary for each year and specialist art materials and equipment.
*A key component to the Visual Art course is viewing art exhibitions. Each year students may participate in art gallery excursions to view a range of historical and/or contemporary artworks. The cost of these excursions will vary according to fees set by individual galleries.
*Visual Art students may have the opportunity to attend exhibitions/installations and/or and engage in industry specific workshops with practising artists.

Structure
Units may be offered in an alternate sequence.

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%	Summative external assessment (EA): • Examination	25%

APPLIED SUBJECTS

Essential English (ENE)

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts 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. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways
A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility. 21st century skills learnt in Essential English will contribute towards preparing students for study, work and engagement in a complex and rapidly changing world. These skills are embedded in the syllabus objectives, unit objectives, subject matter and Instrument Specific Standards. (ISS).

Prerequisites
Nil. All students are welcome to study this subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	25%	Summative internal assessment 3 (IA3): • Extended response — Multimodal response	25%
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	25%	Summative internal assessment (IA4): • Extended response — Written response	25%

Essential Mathematics (MAE)

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways
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 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.

Prerequisites
Students are more likely to experience success in Essential Mathematics if they have achieved at least a 'C' standard in Year 10 Core or Foundation Maths. Students who have not achieved this standard will find the course difficult and may be required to complete the short-course in numeracy.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Year 12 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	25%	Summative internal assessment 3 (IA3): • Problem-solving and modelling task	25%
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	25%	Summative internal assessment (IA4): • Examination	25%

Engineering Skills (ESK)

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to 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 meet customer expectations of product quality at a specific price and time.

Pathways
A course of study in Engineering Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Prerequisites
Nil, but it is recommended that students have studied year 9 or 10 Industrial Trade Skills

Structure
Engineering Skills is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Option A - Fitting and machining	• Option B - Welding and fabrication	• Option C - Sheet metal working	• Option F- Production in the manufacturing engineering industry

Assessment
Students complete two assessment tasks for each unit.

Technique	Description	Response Requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Safety Requirements & Risk Assessment
Students selecting this subject must adhere to Safety Standards (wearing safety equipment and following instructions), have self-discipline and show the co-operation that is required in a workshop setting. In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Section 28-36 of the Workplace Health and Safety Act teachers and students are obliged to be safe around themselves and others. Departmental WH&S concerns may exclude students from the Industrial Technology and Design practical environment for a time. Mandatory Personal Protective Equipment will be required. Students must have shoes with leather uppers to enter the practical workspaces. Parents need to be aware that the products made by the students do not and were never intended to conform with the Australian Standards and should not be used for normal use.

Building and Construction Skills (BSK)

Building and Construction Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways
A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Prerequisites
Students must have achieved at least a 'B' in Year 9 or 10 Industrial Technology Skills to be eligible. They must also submit an Expression of Interest for this subject prior to Subject Selections, due to the limited number of classes available. Students will be selected based on their Grades, Effort, and Behaviour throughout their Junior Industrial Technology Skills course.

Structure
Building and Construction is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Option D – Construction in the domestic building industry	• Option C – Site preparation and foundations	• Option B – Framing & Cladding	• Option C – Fixing and Finishing

Assessment
Students complete two assessment tasks for each unit.

Technique	Description	Response Requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 multi-material construction product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Safety Requirements & Risk Assessment
Students selecting this subject must adhere to Safety Standards (wearing safety equipment and following instructions), have self-discipline and show the co-operation that is required in a workshop setting. In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Section 28-36 of the Workplace Health and Safety Act teachers and students are obliged to be safe around themselves and others. Departmental WH&S concerns may exclude students from the Industrial Technology and Design practical environment for a time. Mandatory Personal Protective Equipment will be required. Students must have shoes with leather uppers to enter the practical workspaces. Parents need to be aware that the products made by the students do not and were never intended to conform with the Australian Standards and should not be used for normal use.

Dance in Practice (DIP)

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, interacting with practising performers, choreographers and designers. Students create, perform and produce dance works in class, school and community contexts. Students studying Dance in Practice have the opportunity to extend their knowledge and skills in the areas of performance, as well as backstage, audio and lighting via extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production. Collaboration, time management, spatial awareness and interpersonal communication are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Companion Subjects
Students who are accepted into this subject may also study the General Senior Dance which provides vital skills, background knowledge and understanding.

Levy and Workshops/Excursions
*A levy of $100 per student, per year will be charged to assist with workshops, costumes hire and other resources. Some extra costs may need to be incurred by the students such hair and makeup and personal costume and attire requirements.
*Dance students have the opportunity to view live theatre performances and engage in industry specific workshops with practising artists.

Structure
Dance in Practice is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Unit A – Celebration	• Unit C - Health	• Unit B – Industry	• Unit D - Technology

Assessment

Unit A	Unit B	Unit C	Unit D
A1 – Performance Students perform a teacher- or student-devised celebration dance. **A2 – Choreographic project** Students plan, choreograph and evaluate a dance for a celebration event connected to their community.	**C1 – Performance Project** Students perform a teacher- or guest-devised dance. **C2 - Choreography** Students choreograph a dance for an identified group by adapting the choreography from Assessment C1 to be suitable for a new group	**B1 - Choreographic project** Choreography of dance work **B2-Performance** Performance of dance work/s	**D1: Choreographic project** Choreography of dance work **D2: Performance** Performance of dance work

Drama in Practice (DRP)
Program of Excellence

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this program is engaging with practising artists and creating live theatre. Students studying Drama have the option to participate in Drama Troupe and/or The Biannual school musical. Students also have the opportunity to participate in competitions such as QLD Youth Shakespeare Festival. Students may also be interested in extending their knowledge and skills in the areas of stage management via student technical crew opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Pathways
A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. Transferrable skills that are developed in this course include communication, teamwork and leadership, critical thinking and problem solving, time management and creativity.

Prerequisites
Entry into course is by application and audition.

Companion Subjects
It is recommended that applicants study the General Drama course.

Levy and Workshops/Excursions
*A levy of approximately $150 per student, per year will be charged to assist in providing specialist tutors for workshops or artists in residence, some excursion costs, course production materials, scripts and costumes. Some extra costs will need to be met by the students including additional excursions or performances. *Drama students have the opportunity to view live theatre performances and engage in industry specific workshops with practising artists.

Structure
The Drama in Practice course is designed around core and elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
• Unit A – Collaboration	• Unit B - Community	• Unit C – Contemporary	• Unit D - Commentary

Assessment

Unit A	Unit B	Unit C	Unit D
A1 Directorial Project/Director's Brief Taking a theatrical work from a brief to performance. Students may work with an artist in residence. **A2 Performance** Contemporary Theatre Performance	**B1 Devising Project** Plan a devised scene based off a community issue. **B2 Performance** Perform a devise scene from Assessment B1	**C1 Directorial Project /Director's Brief** Students plan, make and evaluate a director's brief for an excerpt of a published script for a contemporary performance. **C2 Performance** Students act in a scene for a contemporary performance from Assessment C1.	**D1 Devising Project** Students plan, devise and evaluate a performance of social comment/collage drama. **D2 Performance** Students perform a student-devised and teacher/industry professional-directed collage drama.

Fashion (FAZ)

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic. In this subject, students learn to appreciate the design aesthetics of others while developing their own personal style. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production 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

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Structure

Fashion is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Option B – Historical Fashion Influences	• Option A – Fashion Designers	• Option C -Slow Fashion	• Option F- Adornment

Assessment

Technique	Description	Response Requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	**Fashion product** Product: fashion garment/s **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	**Awareness campaign promoting sustainable fashion practices** Product: awareness campaign that uses technology, e.g., a fashion shoot, promotional or instructional video or blog **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills (FUR)

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to 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 meet customer expectations of product quality at a specific price and time.

Pathways
A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry, such as furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Prerequisites
Nil, but it is recommended that students have studied Year 10 Industrial Trade Skills.

Structure
Furnishing Skills is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Option A - Furniture-making	• Option B - Cabinetmaking	• Option C - Interior furnishing	• Option D - Production in the domestic furniture industry

Assessment
Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response Requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Safety Requirements & Risk Assessment
Students selecting this subject must adhere to Safety Standards (wearing safety equipment and following instructions), have self-discipline and show the co-operation that is required in a workshop setting. In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Section 28-36 of the Workplace Health and Safety Act teachers and students are obliged to be safe around themselves and others. Departmental WH&S concerns may exclude students from the Industrial Technology and Design practical environment for a time. Mandatory Personal Protective Equipment will be required. Students must have shoes with leather uppers to enter the practical workspaces. Parents need to be aware that the products made by the students do not and were never intended to conform with the Australian Standards and should not be used for normal use.

Hospitality Practices (HPJ)

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. 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.

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
A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Structure
Hospitality Practices is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
• Option D – Casual Dining	• Option B – Bar & Barista Basics	• Option E – Formal Dining	• Option A – Culinary Trends

Assessment
Students complete one assessment task in Unit 1 and two assessment tasks for Units 2,3 and 4.
The assessment techniques used in Hospitality Practices are:

Technique	Description	Response Requirements
Practical Demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical Demonstration**: Menu item **Planning and Evaluation**: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical Demonstration:** Delivery of event **Planning and Evaluation:** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Information & Communication Technology (ICJ)

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways
This course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Prerequisites
All students are welcome to study this subject.

Structure
Information & Communication Technology is a four-unit course of study. Four of the following unit options will be studied:

- Option A – Robotics
- Option B – App development
- Option C – Audio and video production
- Option D – Layout and publishing
- Option E – Digital imaging and modelling
- Option F – Web development

Year 12 Assessment

Unit 3	Unit 4
IA1: Product Proposal- Students produce a low-fidelity product prototype in response to a client brief and technical information.	IA3: Product Proposal- Students produce a low-fidelity product prototype in response to a client brief and technical information.
IA2: Project- Students produce a high-fidelity product in response to a client brief and technical information.	IA4: Project- Students produce a high-fidelity product in response to a client brief and technical information.

Media Arts in Practice (MAP)

Media Arts in Practice focuses on the role media plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight whilst becoming advocates of ethical and responsible use of digital technologies. Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences.

Pathways
A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies. Students who undertake this course develop critical thinking and innovative problem-solving skills, creativity and entrepreneurship, communication and digital literacy. Media Arts in Practice studies can lead to pathways, further studies and employment in advertising and marketing, media communication, event management, film and television, screen and stage technical support (AV and lighting), creative industries and design.

Companion Subject
Film, Television & New Media may be studied in conjunction with Media Arts in Practice.

Prerequisites
Nil.

Levy, Resources and Workshops/Excursions
*Students are expected to purchase a 32gb SD Card for filming and assessment purposes.
*Media Arts in Practice students have the opportunity to attend exhibitions/installations and/or and engage in industry specific workshops with practising artists.

Structure
The Media Arts in Practice course is designed around core and elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
• Option D – Persuasion	• Option C – Community	• Option B – Representations	• Option A – Personal Viewpoints

Assessment

Unit D	Unit C	Unit B	Unit A
D1 Project Make and evaluate a persuasive pitch for a media artwork that follows marketing styles or trends for an identified purpose, including a design pitch. Students plan the media artwork. **D2 Product – Media Artwork** Implement the design product from Unit D – Project to make a persuasive media artwork.	**C1 Project** Make and evaluate a design product that communicates ideas about a person, event, issue or other aspect in a community. Students plan a media artwork. **C2 Product – Media Artwork** Implement the design product from Unit C – Product to make a media artwork that celebrates, advocates for or informs audiences about a person, event or aspect of a community.	**B1 Project** Make and evaluate a design product and plan a media artwork that explores representation. Students evaluate social media or gaming platforms. **B2 Product – Media Artwork** Implement the design product from Unit B – Product to make a media artwork for a social media or gaming platform the includes representations.	**A1 Project** Make and evaluate a design product and plan a media artwork that communicates a personal viewpoint about a societal issue. **A2 Product - Media Artwork** Implement the design product from the Unit A – Project to make a media artwork that expresses a personal viewpoint.

Science in Practice (SCP)

Science in Practice focuses on the skills and practices that are necessary to understand scientific issues in the modern world. Studying science contributes to the development of a sense of wonder and engagement with the modern world. Involvement in Science in Practice will help students develop an informed understanding about some of the issues facing our future and enable students to participate in shaping the future. As Science and Technology play an increasingly important part in the way our world operates, it is relevant that students have an understanding of the way that Science operates. Science in Practice modules have strong practical and applied elements involving at least one-off site activity each year. Excursions and incursions will be organised to enhance the understandings gained in the study of Science in Practice, and in some cases contribute directly to assessment items. It is an expectation of enrolment in this course that students attend these excursions/incursions.

Pathways

Science in Practice caters for a wide variety of students with a variety of backgrounds, interests and career aspirations. It can form part of an ATAR pathway or be a component of a non-ATAR course of study. It provides skills that can feed into a wide range of pathways. It is important to note that Science in Practice DOES NOT satisfy the requirements for Senior Science for Primary School teaching.

Prerequisites

It is recommended that students have achieved at least a 'C'' in Year 10 Science, Core Maths and English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Consumer Science • Microbes in food • Psychology of selling a product. • Food preservation.	**Ecology** • Interaction of species in their environment. • Water management • Global sphere interactions	**Forensic Science** • Forensics processes and procedures. • Collecting and preserving evidence. • Analysis of crime scenes.	**Disease** • Disease types and causes. • Disease identification, diagnosis and management. • Analyse health and lifestyle challenges.

Assessment

For each year of study, students will undertake four pieces of assessment. These will take the form of an applied investigation and a practical project for each of the units described above. Information about these assessment types are given below. There will be at least one-off site activity per year.

Practical Project	Applied Investigation
Students use practical skills to complete a project in response to a scenario. A project has the following requirements <u>Completed project</u> One of the following: • Product: 1 • Performance: up to 4 minutes <u>Documented process</u> • Multimodal (at least two modes delivered at the same time)	Students investigate a research question by collecting, analysing and interpreting primary or secondary information. The investigation may be presented in these ways: • Written • Multimodal

Additional Information

Students must be able to meet Science Workplace Health & Safety requirements. The ability to identify and manage risk is an important aspect of the course. Assessment tasks will have a substantial in-class component and students must be prepared to work meaningfully in class and complete tasks in order to complete assessment. There will be a cost associated with some field work

Social & Community Studies (SCS)

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. Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject, incorporating concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing. The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing knowledge and skills to establish positive relationships and networks, and to be active and informed citizens. Social & Community Studies encourages students to explore and refine personal values and lifestyle choices.

Pathways
A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Prerequisites
Nil. All students are welcome to study this subject.

Structure
The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Unit 1	Unit 2	Unit 3	Unit 4
Digital Citizenship	Australia's Place in the World	Lifestyle and Financial Choices	Art and Identity

Assessment
Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response Requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	Item of communication - One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages • Spoken: up to 4 minutes, or signed equivalent/ Written: up to 800 words Evaluation - One of the following: • Multimodal (up to 4 minutes, 6 A4 pages Spoken: up to 3 minutes, or signed equivalent/ Written: up to 500 words
Extended Response	Students respond to stimulus related to issue that is relevant to the unit context.	• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages Spoken: up to 7 minutes, or signed equivalent/ Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages • Spoken: up to 7 minutes, or signed equivalent /Written: up to 1000 words

Sport & Recreation (REC)
General Strand

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives. Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately.

Pathways
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Prerequisites
It is recommended that students have achieved at least a 'C' in Year 10 English. Optimum practical participation across a variety of sports including aquatics-based pursuits is expected and sound motor skills are recommended. Incompatible Subject - Students may not take Sport & Recreation (Rugby League or Netball Strand.)

Structure
Sport & Recreation is a four-unit course of study. Electives will be chosen from the list below

Year 11	Year 12
Fitness for sport and recreation	Emerging Trends in Sport Fitness and recreation
Coaching and officiating	Event Management in Sport and Recreation

Assessment

Technique	Description	Response Requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Performance - Performance: up to 4 minutes Investigation, plan and evaluation - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Investigation and session plan - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words Performance - Performance: up to 4 minutes Evaluation - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words

Sport & Recreation (RER)
Rugby League Excellence Strand

The Sport & Recreation Rugby League Excellence Strand is designed for students who are interested in developing their skills both on and off the field. It will assist students in other areas with a view to making them more competent not only as a player but as a person, manager, trainer or official. A high standard in behaviour, effort, attendance and self-discipline are required to be accepted into this subject. Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities. Students examine sports relevance and active recreation in Australian culture, employment growth, health and wellbeing. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

Pathways
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance additionally this subject provides students with links to industry partnerships for a variety of career paths, both within and outside the sport of Rugby League.

Prerequisites
This is an invitation only subject. Invitations are sent out in Term 3 of Year 10. It is recommended that students have achieved at least a 'C' in Year 10 English. Optimum practical participation across a variety of sports including aquatics-based pursuits is expected and sound motor skills are recommended. Students must meet criteria in regards to behaviour, effort and attendance on their Semester Two Year 10 report. A strong interest in Rugby League; above average strength/fitness and skills and a desire to improve in both areas and a willingness to be involved in all aspects of the course, including representing the school in elite competitions. Students must complete an Excellence Application through the Rugby League Excellence Coordinator. Incompatible Subject - Students may not take Sport & Recreation (General or Netball.)

Levy
This subject incurs a program fee.

Structure
Sport & Recreation is a four-unit course of study. Electives will be chosen from the list below

Year 11	Year 12
Fitness for sport and recreation	Athlete development and wellbeing
Coaching and officiating	Event Management

Assessment

Technique	Description	Response Requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Performance - Performance: up to 4 minutes. Investigation, plan and evaluation - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Investigation and session plan - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words Performance - Performance: up to 4 minutes + Evaluation - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words

Sport & Recreation (REN)
Netball Excellence Strand

The Sport & Recreation Netball League Excellence Strand is designed for students who are interested in developing their skills both on and off the field. It will assist students in other areas with a view to making them more competent not only as a player but as a person, manager, trainer or official. A high standard in behaviour, effort, attendance and self-discipline are required to be accepted into this subject. Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities. Students examine sports relevance and active recreation in Australian culture, employment growth, health and wellbeing. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities and how the industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, using suitable technologies where relevant.

Pathways
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance additionally this subject provides students with links to industry partnerships for a variety of career paths, both within and outside the sport of Netball.

Prerequisites
This is an invitation only subject. Invitations are sent out in Term 3 of Year 10. It is recommended that students have achieved at least a 'C' in Year 10 English. Optimum practical participation across a variety of sports including aquatics-based pursuits is expected and sound motor skills are recommended. Students must meet certain criteria in regards to behaviour, effort and attendance on their Semester Two Year 10 report. A strong interest in Netball; above average strength/fitness and skills and a desire to improve in both areas and a willingness to be involved in all aspects of the course, including representing the school in elite competitions. Students must complete an Excellence Application through the Netball Excellence Coordinator. Incompatible Subject - Students may not take Sport & Recreation (General or Netball.)

Levy
This subject incurs a program fee.

Structure
Sport & Recreation is a four-unit course of study. Electives will be chosen from the list below

Year 11	Year 12
Fitness for sport and recreation	Athlete development and wellbeing
Coaching and officiating	Event Management

Assessment

Technique	Description	Response Requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Performance - Performance: up to 4 minutes. Investigation, plan and evaluation - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Investigation and session plan - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words Performance - Performance: up to 4 minutes + Evaluation - One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent + Written: up to 500 words

Visual Arts in Practice (VAP)

Visual Arts in Practice focuses on students engaging in art-making processes. Visual artworks are created in response to real-world stimulus, by seeing or making new links between art-making purposes and contexts. Students use art-making modes, media, technologies and skills to create artworks. Extra-curricular opportunities are advertised to Visual Arts in Practice students as they become available.

Pathways
A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Prerequisites
Nil

Levy
*A levy of $30 per student, per year, will be charged, to assist with materials and workshops conducted by specialist professional artists. This includes the required Visual Diary for each year.
*A key component to the Visual Art course is viewing art exhibitions. Each year students may participate in art gallery excursions to view a range of historical and/or contemporary artworks. The cost of these excursions will vary according to fees set by individual galleries.

Structure
Visual Arts in Practice is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Looking Inwards	Looking Outwards (Others)	Clients	Transform and Extend

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
A1: Project **Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) **Planning and evaluation of experimental folio** One of the following: - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent - multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media. **A2: Resolved artwork** One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes.	**B1: Project** **Prototype artwork** One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes **Planning and evaluation of prototype artwork** One of the following: - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent - multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media **B2: Resolved artwork** One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes	**C1: Project** **Design Proposal** Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s- 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) **Planning and evaluation of design proposal** One of the following: - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent - multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media. **C2: Resolved Artwork** One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes.	**D1: Project** **Folio of stylistic experiments** - Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) **Planning and evaluation of folio of stylistic experiments** One of the following: - Written: up to 600 words - Spoken: up to 4 minutes, or signed equivalent - multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media. **D2: Resolved artwork** One of the following: - 2D, 3D, digital (static): up to 4 artwork/s - Time-based: up to 3 minutes.

VET - TAFE

Vocational Education and Training

Students have the opportunity to complete a nationally recognised VET (Vocational Education and Training) qualification while completing their senior studies at Wavell. Successful completion would give students skills, experience and an advantage over other school leavers.

The opportunity involves your child attending an external Registered Training Organisation (RTO) such as TAFE Queensland up to one day per week during the school year. It is your responsibility to organise transport.

These courses are particularly useful for students not going for an ATAR or School-based Apprenticeship. Completion, or partial completion, of the qualification would have the added benefit of credit towards the Queensland Certificate of Education.

Many people use Vocational Education & Training as a way to gain entry into university. In many cases students will have university credits awarded from completion of their Diploma-level studies.

Please note, applying for a course does not mean a student will automatically gain entry. Positions must be available, and many courses will have full enrolments.

The courses offered differ between RTOs. Please note that Wavell SHS does not have any control over changes to courses and enrolments. We merely facilitate the relationship between the student and the RTO. Students will need to listen carefully to school notices and submit enrolment forms as required, to be considered for a course.

TAFE Queensland Brisbane and TAFE Queensland SkillsTech
Courses offered at these campuses vary. Students can only enrol in School-approved courses. If students complete the course, they will gain the whole qualification. Students receive credits and gain direct entry in TAFE Queensland Brisbane Diplomas once they complete school. For further information on TAFE courses please access https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school

To apply, students must complete and return a Parent Consent Form, available from the Senior Secondary Head of Department.

USI Numbers
The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:

- Creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations
- Will give you access to your training records and transcripts
- Can be accessed online, anytime and anywhere
- Stays with you for life

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment. Your USI will give you access to an online record of the training you have completed. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

In order to create a USI, you must verify your identity using one of the following forms of identification:

- Australian Passport
- Australian Birth Certificate
- Australian Drivers Licence
- Medicare card
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard.

All students are required to apply for their own USI number. The link is available through to school intranet or www.usi.gov.au

Once you have created your USE number, you must provide the school with a copy. Email your USI number to usi@wavellshs.eq.edu.au

Certificate II in Applied Languages (Italian) (10949NAT) (CAL)

Pathway Program - A Nationally Recognised Qualification
Registered Training Organisation – Ripponlea Institute (Code 21230)

Certificate II in Applied Languages (Italian) is taught at Wavell High in school time by a Languages Faculty member. It is open to all leaners; there is no prerequisite to have previously studied Italian. The qualification is aligned with the Common European Framework of Reference (CEFR) and the International Second Language Proficiency Rating (ISLPR). The focus of the Certificate is on communicating in real-life contexts and students must demonstrate their capacity to understand and use Italian to communicate. Upon successful completion, students are certified with four (4) Queensland Certificate of Education (QCE) Credits.

Pathways
This Certificate may lead to students communicating with confidence in Italian throughout their lives. It may lead to more open-minded, culturally sensitive individuals, who will have greater choices in life, including the possibilities of work and travel using Italian. Showing such an achievement on a CV at a young age demonstrates to employers that a young person is capable of learning a second language and has the persistence and motivation to reach a certain level of fluency, regardless of whether there is a specific language required for the job.

Year 1: 10949 – Certificate II in Applied Languages ('social' units)
Students will complete the social units of the 10949 – Certificate II in Applied Languages. There is no cost for students who meet the eligibility criteria for VET in School funding as the course is subsidised by the Queensland Government. However, students must remember that they can only access this funding once, so they are advised to use it for the most expensive course. The cost for this course is $225 (approx.). To successfully progress towards Year 2 of the Applied Languages Pathway Program, students are required to demonstrate competency in areas such as: talking about themselves, asking and responding to questions, asking for and offering help, explaining, giving directions, and inviting, declining and accepting invitations all in social settings.

National Code	Unit of Competency	Core/Elective
NAT10949001	Conduct basic oral communication for social purposes in Italian	Core
NAT10949003	Read and write basic documents for social purposes in Italian	Core

Year 2: 10949 – Certificate II in Applied Languages ('workplace' units)
Students will complete the 10949 – Certificate II in Applied Languages. This qualification is not subsidised by the Queensland Government and there is a $225 (approx.) tuition fee payable by Term 2 of the school year. Flexible (non-refundable) payment plans are available. In order to successfully complete the course, students must have completed Year 1 of the Applied Languages Pathway Program and achieve competency in a further two units, demonstrating competency in areas such as: talking about themselves, asking and responding to questions, asking for and offering help, explaining, giving directions, and inviting, declining and accepting invitations all in formal settings. By the end of the course, students will have completed the total four units needed for the qualification.

National Code	Unit of Competency	Core/Elective
NAT10949002	Conduct basic workplace oral communication in Italian	Core
NAT10949004	Read and write basic workplace documents in Italian	Core

Certificate III in Allied Health Assistance (HLT33015) (CAH)

Pathway Program - A Nationally Recognised Qualification
Registered Training Organisation – DIVTEC (Code 32535)

Certificate Ill in Allied Health Pathway Program is taught at Wavell High in school time in a current partnership with DIVTEC Training and Further Education (Registered Training Organisation (RTO). Upon successful completion, students are certified with eight (8) Queensland Certificate of Education (QCE) Credits. Excursions and incursions will be organised to enhance the understandings gained in the study of Certificate II in Health Support Services and Certificate III in Allied Health Assistance, and in some cases contribute directly to assessable competencies. It is an expectation of enrolment in this course that students attend these excursions/incursions.

Vocational placement
There is a mandatory requirement for students to complete a minimum of 80 hours of work placement and the DIVTEC Training Team will support students in finalising these hours. Students will need to make arrangements to complete the Work Placements in their own time. Some possible times could include the examination block and holidays.

Mandatory requirement
Students will need to provide evidence that they are fully vaccinated for COVID. Without this evidence they will not be able to complete their Vocational Placement, and in turn, not be able to complete the course.

Pathways into the Health Industry
This Certificate leads directly to employment opportunities to being an assistant to a range of Allied Health Professionals such as Physiotherapist; Speech Pathology Therapist; Occupational Therapist. It is also a pathway for students wishing to pursue further studies in health after completing school such as TAFE, a university qualification in Medicine, Nursing or any of the Health Sciences like Physiotherapy, Podiatry, Speech Pathology and Occupational Therapy.

Year 1: HLT23215 – Certificate II in Health Support Services
Students will complete the HLT23215 – Certificate II in Health Support Services. There is no cost for students who meet the eligibility criteria for VET in School funding as the course is subsidised by the Queensland Government. To successfully complete the course and progress towards Year 2 of the Allied Health Pathway Program, students must achieve competency in 12 units which will include workbooks and practical assessment activities. Students will be required to participate in offsite practical activities that will be conducted during school hours. This practical experience is a mandatory requirement to complete the qualification.

*At the time of publication, the state government is reviewing the funding allocation for the 'Career Ready' program. A funded position in Certificate II in Health Support Services is subject to this review, and there may be a cost incurred if a student was to choose this subject in Y11.

National Code	Unit of Competency	Core/Elective
CHCCOM005	Communicate and work in health or community services*	Core
CHCDIV001	Work with diverse people*	Core
HLTINF001	Comply with infection prevention and control policies and procedures*	Core
HLTWHS001	Participate in workplace health and safety*	Core
BSBOPS101	Use business resources	Elective
BSBCUS201 Dev	Deliver a service to customers	Elective
BDBINM201	Process and maintain workplace information	Elective
BSBITU201	Produce simple word-processed documents	Elective
BSBWOR202	Organise and complete daily work activities	Elective
BSBWOR203	Work effectively with others	Elective

BSBWOR204	Use business technology	Elective
CHCCS010	Maintain a high standard of service*	Elective

*Upon completion of the five (5) Units of Competency these will be credited towards the HLT33015 – Certificate III in Allied Health Assistance which is the second year of the Allied Heath Pathway Program.

Year 2: HLT33015 – Certificate III in Allied Health Assistance
Students will complete the HLT33015 – Certificate III in Allied Health Assistance. This qualification is not subsidised by the Queensland Government and there is an $950.00 Tuition Fee payable by Term 2 of the school year. Flexible (non-refundable) payment plans are available. In order to successfully complete the course, students must have completed Year 1 of the Allied Health Pathway Program and achieve competency in a further five units. By the end of the course, students will have completed the total 11 units needed for the qualification.

National Code	Unit of Competency	Core/Elective
BSBMED301	Interpret and apply medical terminology appropriately	Core
HLTAAP001	Recognise health body systems	Core
HLTAHA001	Assist with an allied health program	Core
CHCCCS002	Assist with movement	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective
HLTAID011	Provide first aid	Elective
	*Five units from Certificate II in Health Support Services	

Certificate III in Business (BSB30120) (CBU)

A Nationally Recognised Qualification

Registered Training Organisation – Binnacle Training (Code 31319)

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

Wavell State High School offers the Certificate III in Business course in partnership with Binnacle Training. The course is delivered over two years during class time at school. Students learn what it takes to become a Business Professional and achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored. Upon successful completion, students are certified with eight (8) Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business as an entry level qualification into the Business Services Industries (e.g., customer service adviser, duty manager, administration officer); to pursue further tertiary pathways (e.g., Certificate IV, Diploma or Bachelor of Business); and to improve their chances of gaining tertiary entrance.

Pre-requisites

Students must have achieved a 'C' in Year 10 English. They must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (e.g., Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in a range of projects. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

Learning and Assessment

A range of teaching/learning strategies will be used to deliver the competencies. These include practical tasks/experience, hands-on activities involving customer service, group work and e-Learning projects. Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g., Certificate IV, Diploma and Bachelor of Business).

Cost

There is a cost of $395.00 charged by Binnacle Training. Payment details are issued to students by their class teacher at the beginning of the course and payments are to be made to the school office.

Topics of Study – Year 11

Year 11			
Term 1	**Term 2**	**Term 3**	**Term 4**
• Introduction to the Business Services Industry • Personal Wellbeing in the Workplace • Organise Personal Work Priorities	• Develop and Apply Knowledge of Personal Finances	• Workplace Health and Safety • Sustainable Work Practices	• Inclusive Work Practices • Engage in Workplace Communication
Year 12			
Term 1	**Term 2**	**Term 3**	
• Work in a Team • Critical Thinking Skills	• Create Electronic Presentations • Creating Presentations Using PowerPoint • Write Simple Documents	• Critical Thinking and Problem Solving	

Certificate III in Early Childhood Education & Care (CHC30121) (CEC)

A Nationally Recognised Qualification

Registered Training Organisation – Deception Bay State High School (Code 30380)

This course provides students with the opportunity to explore Early Childhood and gain a qualification that is recognised Australia-wide through a partnership with Deception Bay SHS as the Registered Training Organisation. The final certificate or statement of attainment will be issued by Deception Bay State High School. Upon successful completion, students are certified with eight (8) Queensland Certificate of Education (QCE) Credits.

The course comprises three assessment focuses: theory, vocational work placement and simulated training. The content of the course will be delivered in the classroom face to face, supported by vocational work placement. Once competency is reached and the qualification is achieved students are then fully prepared to work with children in the Childcare Industry. Participation in a compulsory Vocational Placement for a minimum of 160 hours in a regulated education and care service is necessary for successful completion of the Certificate.

Cost

The cost for this course includes a course fee payable to Deception Bay State High School of $200. An additional cost for class resources of $50.00 is payable to Wavell State High School.

Prerequisites

It is recommended that students have achieved a 'C' in Year 10 English.

All students enrolled in this qualification are required to hold a valid blue card prior to commencing child-related work or activities and be COVID vaccinated. Applications will be processed through the school. Students must obtain a Customer Reference Number (CRN) to apply for a Student Blue Card. Blue card for students are valid for the duration of the course.

Pathways

Successful completion of this course provides you with the opportunity to be employed in a variety of in-home and centre-based roles such as Childhood Educator Assistant, Out of School Hours Aide, Preschool Assistant, Centre Based Educator, Nanny, Creche Worker or a Home-based Care Provider. As an educator, you may work under direct supervision or autonomously in a range of Early Childhood Education settings which may be centre-based or home-based. Certificate III provides a pathway for further study, Diploma in Early Childhood Education and Care.

Structure

Senior Units	
• Work with Diverse People. • Care for babies and children 0 – 12 years. • Understand children's developmental stages • Provide support within a childcare setting.	• Health and Safety including workplace, illness, accident, emergency and food. • Work Legally and Ethically. • Children at risk of harm.

Assessment

National Code	Unit of Competency	Core/Elective
HLTWHS001	Participate in work health and safety	Core
CHCPRP003	Reflect on and improve own professional practice	Elective
HLTFSE001	Follow basic food safety practices	Elective
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support children's health, safety and wellbeing	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core

CHCECE035	Support the holistic learning development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples culture	Core
CHCECE055	Meet legal and ethical obligation in children's education & care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID009	Provide cardiopulmonary resuscitation.	Core
HLTAID012	Provide first aid in an education and care setting	Core

Certificate IV in Justice Studies (10971NAT) (CJS)

A Nationally Recognised Qualification

Registered Training Organisation – Morayfield State High School (Code 30403)

Certificate IV in Justice Studies is offered at Wavell State High School in a current partnership with an external Registered Training Organisation (RTO). The course is delivered to students during a Personal Learning line of study and is to be completed online and independently by students (self-paced) with support from trainers and assessors. On successful completion of the Certificate IV in Justice Studies, students are awarded eight (8) credit points towards their Queensland Certificate of Education.

Prerequisites

Students must have achieved a 'C' in Year 10 Extension/Core English. Students are also expected to demonstrate independent learning skills, including the ability to work in a self-paced environment, meet deadlines consistently, and communicate effectively. Confidence in seeking help when needed is essential for success in this course.

Pathways

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. Furthermore, if students would prefer to continue to study as opposed to gaining entry level employment, they can elect to continue the qualification after Year 12 and complete a Diploma of Justice Studies (10971NAT). This qualification is recognised by some universities and can be used to gain credit towards qualifications such as the Bachelor of Criminology and Criminal Justice.

Assessment

Assessment is competency based. Students are provided with opportunities to meet the competency standards in each unit by undertaking a variety of assessment tasks which are based on theoretical situations and practical situations requiring students to meet the standard of performance required in the workplace. Students are required to complete all of the assessment items to a satisfactory level.

Cost and enrolment

The cost for this course includes a course fee payable to Morayfield State High School of $450. An expression of interest form must be submitted to Morayfield State High School and acceptance into the course will depend on available enrolment numbers. Once enrolment is confirmed, the course fee must be paid in full before access to the course will be given.

Structure

Students will study the following ten units of competency (six core and four elective units):

National Code	Unit of Competency
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT1097003	Analyse social justice issues
BSBXCM401	Apply communication strategies in the workplace
PSPREG003	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian Legal System
BSBPEF402	Develop personal work priorities
PSPETH007	Uphold and support the values and ethos of public service
PSPINV001	Plan and initiate an investigation
PSPREG012	Gather Information through interviews

INDUSTRY PARTNERSHIPS

Queensland Minerals and Energy Academy

Wavell State High School is one of the schools in the Queensland Minerals and Energy Academy (QMEA). The QMEA is a partnership between Education Queensland, the Queensland Resources Council and mining and energy providers. The aim of the QMEA is to create and enhance pathways for students into minerals and energy industries in Queensland. This partnership provides opportunities in both the academic and trade paths including work experience, training, vacation studies at operating mines and plants across Queensland and Ambassadorships to interested Wavell students in Years 11 and 12 who have an interest in the mining and energy industries.

The Activities of the QMEA include:

- Embedding industry related content in existing school work programs in Years 7-12
- Raising awareness and encouraging students to consider careers in related industries through visits by professionals, participation in student-based conferences and camps
- Developing a highly structured Work Experience program for selected students
- Providing School Based Apprenticeships and Traineeships for selected students
- Student and staff visits to industry
- Industry personnel visits to schools
- Industry-supported Awards that encourages student and teacher participation.

These activities may be of particular interest to students enrolled in the General Subjects of Engineering, Earth & Environmental Science, Chemistry, Physics, Mathematical Methods and Specialist Mathematics as well as the VET pathways of Certificate II in Engineering Pathways and Certificate III in Engineering – Technical CAD.