

CALOUNDRA CITY PRIVATE SCHOOL

Academic Courses and Pathways Handbook

2022 - YEARS 11 & 12



TABLE OF CONTENTS

| | |
|--------------------------------------|----------|
| SENIOR EDUCATION PROFILE..... | 4 |
| TYPES OF SENIOR SUBJECTS | 6 |
| GENERAL SYLLABUSES (SUBJECTS)..... | 8 |
| APPLIED SYLLABUSES (SUBJECTS) | 9 |
| SENIOR EXTERNAL EXAMINATIONS | 10 |
| BIOLOGY | 12 |
| BUSINESS | 13 |
| CHEMISTRY | 14 |
| DESIGN..... | 15 |
| ENGLISH | 16 |
| LEGAL STUDIES | 18 |
| JAPANESE | 19 |
| GENERAL MATHEMATICS | 20 |
| MATHEMATICAL METHODS..... | 22 |
| SPECIALIST MATHEMATICS | 24 |
| MODERN HISTORY..... | 25 |
| MUSIC | 27 |
| PHYSICAL EDUCATION..... | 28 |
| PHYSICS | 30 |
| VISUAL ARTS IN PRACTICE..... | 312 |
| SENIOR EXTERNAL LANGUAGES..... | 334 |

SENIOR EDUCATION PROFILE

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

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

For more information about the Senior Education Profile, please visit www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the December or July after the student meets the requirements.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education 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 have the account reopened and all credit continued.

The Queensland Certificate of Education (QCE) is Queensland's Senior Schooling qualification and is awarded to eligible students at the end of the senior phase of learning. The qualification confirms the achievement of young people achieving a significant amount of learning at an agreed standard, including literacy and numeracy. At the end of Year 12, students will be issued with a Senior Statement from the Queensland Curriculum and Assessment Authority (QCAA), recording all learning achievements, which have been banked in the Learning Account. The QCE recognises a broad range of learning that caters to the diverse needs and aspirations of all.

This broad range offers flexibility, but also requires specified standards of achievement. Having a set amount of learning and a set standard lets students know what they have to aspire to, and it lets the community know what is expected to attain the QCE. The QCE sends a clear message that it represents successful achievements in a significant amount of learning, and so provides students with a more valued passport to further education, training and employment.

The QCE complements other education and training reforms. Learning achievements that count towards the certificate are from school subjects, vocational education and training, university, workplaces and the community. This means that at Caloundra City Private School, we are able to design personal pathways that meet the diverse needs of our students, and that meets interests, abilities and stages in academic development.

The quality criteria ensure that learning achievements from courses contributing to the QCE are of sufficient size, standing and depth and facilitate the transition from school to the next phase of learning and training.

Credit describes the basic unit of learning and denotes the minimum amount of learning that can contribute to the certificate. The concept of credit allows the total amount of learning required to be specified – that is, at least 20 credit points. There are three types of courses: core, preparatory, and complementary. At least 12 credits are gained from completed courses of study from the core courses, up to four credits are gained from preparatory and up to eight credit points from enrichment and advanced. All 20 points can be earned from the core category. The set standards for literacy and numeracy must also be met.

| Core: At least 12 credits must come from completed Core courses of study | |
|--|---------------------------|
| Course | QCE credits per course |
| QCAA General and Applied Subjects | Up to 4 |
| QCAA Extension Subjects | Up to 2 |
| Certificate II Qualifications | Up to 4 |
| Certificate III and IV Qualifications (including traineeships) | Up to 8 |
| School-based Apprenticeships | Up to 6 |
| Recognised Studies categorised as Core | As recognised by the QCAA |

| Preparatory: A maximum of 4 credits can come from Preparatory courses of study | |
|--|-------------------------------|
| Course | QCE credits per course |
| QCAA Short Courses: <ul style="list-style-type: none"> • QCAA Short Courses in Literacy • QCAA Short Courses in Numeracy | Up to 1 |
| Certificate I Qualifications | Up to 3 |
| Recognised Studies categorised as Preparatory | As recognised by the QCAA |

| Complementary: A maximum of 8 credits can come from Complementary courses of study | |
|--|-------------------------------|
| Course | QCE credits per course |
| QCAA Short Courses <ul style="list-style-type: none"> • QCAA Short Courses in Aboriginal and Torres Strait Islander Languages • QCAA Short Courses in Career Education | Up to 1 |
| University Subjects | Up to 4 |
| Diplomas and Advances Diplomas | Up to 8 |
| Recognised Studies categorised as Complementary | As recognised by the QCAA |

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

| Literacy | Numeracy |
|--|--|
| <ul style="list-style-type: none"> • QCAA General or Applied English subjects; • QCAA Short Course in Literacy; • Senior External Examination in a QCAA English subject; • FSK20113 Certificate II in Skills for Work and Vocational Pathways; • International Baccalaureate examination in approved English subjects; • Recognised studies listed as meeting literacy requirements. | <ul style="list-style-type: none"> • QCAA General or Applied Mathematics subjects; • QCAA Short Course in Numeracy; • Senior External Examination in a QCAA Mathematics subject; • FSK20113 Certificate II in Skills for Work and Vocational Pathways; • International Baccalaureate examination in approved Mathematics subjects; • Recognised studies listed as meeting numeracy requirements. |

TYPES OF 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 courses. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the Preparatory to Year 10 Australian Curriculum.

General Syllabuses

General syllabuses 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.

Applied Syllabuses

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

Senior External Examinations

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

Short Courses

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

For more information about the ACSF, please visit www.education.gov.au/australian-core-skills-framework

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 and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses 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

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.

Vocational Education and Training (VET)

Student achievement in accredited vocational education training (VET) modules is based on industry-endorsed competency standards and is recorded on the Senior Statement. The modules are recognised within the Australian Quality Training Framework (AQTF), and this may give advanced standing towards and/or credit on entry into higher-level courses at TAFE institutes and other Registered Training Organisations (RTOs).

Students who successfully complete higher-level Certificate courses (level 3 and above) may use this as a stand-alone rank score which may then be used to apply for entry into tertiary courses for which other pre-requisites are met.

School-based Apprenticeships and Traineeships (SATs)

School-based Apprenticeships and Traineeships (SATs) allow students who are generally in Years 11 and 12 to undertake a combination of school and paid employment while working towards completing a nationally recognised qualification. This pathway also provides valuable points towards the QCE. Any student interested in undertaking a SATs pathway must seek further information from the Career's Advisor.

Apprenticeships and Traineeships are a legally binding formal agreement that combine on and off the job learning requirements. A training Contract is completed by all parties, including the student, a parent or legal guardian if the student is under 18 years of age, and the employer. When students sign this contract, they are agreeing to its terms and conditions. All Apprenticeships and Traineeships come with a probation period. It is a legal requirement to be signed by an Australian Apprenticeship Centre representative.

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 Requirements

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 (SUBJECTS)

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 courses 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

Units 1 and 2 Assessments

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

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

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

Units 3 and 4 Assessments

Students will complete a total of *four* summative assessments - three internal and one external - that count towards the overall subject result in each General subject.

The School will develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of the General syllabuses.

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.

The School cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, the School will discuss ISMGs with students to help them understand the requirements of an assessment task.

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 (SUBJECTS)

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 courses 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.

A course of study for applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. The School will develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and this assessment should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrixes

For each assessment instrument, the School will develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and 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. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics - Common Internal Assessment (CIA)

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

The common internal assessment 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 Common Internal Assessment 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.

Senior External Examinations

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects. Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland;
- students in their final year of senior schooling who are unable to access particular subjects at their school, including adult students (people of any age not enrolled at a Queensland secondary school) to meet tertiary entrance or employment requirements and/or for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, please visit www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term Four. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA Policy and Procedures Handbook, Section 10.

Subjects Offered

The school will not be able to provide for every possible combination of electives from our suite of offerings; however, the school undertakes to develop a line structure that best suits the needs and desires of the majority of its students, within timetabling constraints. The 'line structure' depends on 'subject preferences' identified by students in Stage One.

Year 12 2022 Subject Lines

| |
|--|
| English |
| General Mathematics OR Mathematical Methods |
| Biology |
| Business |
| Chemistry OR Design OR Legal Studies |
| Modern History OR Physics |
| Visual Arts in Practice OR Physical Education |

Year 11 2022 Subject Lines

| |
|--|
| English |
| General Mathematics OR Mathematical Methods |
| Biology |
| Business |
| Chemistry OR Design OR Legal Studies |
| Modern History OR Physics |
| Visual Arts in Practice OR Physical Education |

Senior Education and Training (SET) Plan

The Senior Education and Training (SET) Plan is a confidential document that students develop in consultation with their parents/guardians and the School. A SET Plan is designed to map students' individual learning pathway through the senior phase of learning (Years 11 and 12). It

- includes flexible and coordinated pathway options;
- assists in examining learning options across education, training and employment sectors;
- helps make decisions about learning pathways;
- helps communicate with personnel from the School about learning pathways.

Students are currently in the process of developing a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests and ambitions. Students will map out what, where and how they will study during their senior phase of learning. The SET Plan needs to be agreed to by students, parents/guardians, and the School.

SET Plan Interviews

SET Plan Interviews will be conducted by a number of key staff at the School. Parents and students will be notified of interview dates and venues. Parents can help by:

- attending SET Plan Interviews;
- refer to the SET Plan and identified goals regularly and reflect on progress;
- communicate regularly with School teaching staff and assist students with investigating career options;
- support students in working towards SET Plan goals.

Pre-Requisites for University and School Courses

All Year 10 students have been issued with the QTAC booklet 'Tertiary Pre-requisites 2022'. This is a summary of selection criteria for entry to Universities, TAFE Queensland and Schools. Pre-requisite subjects for courses to be offered at the respective universities in 2022 are listed in the handbooks referred to above; however, the following general points should be noted.

- each institution has its own list of pre-requisite subjects which may differ between institutions;
- English is a pre-requisite for almost all tertiary courses;
- Mathematics and Science subjects are most commonly listed as pre-requisites; however, a variety of other subjects are also mentioned;
- while some subjects are not listed as pre-requisites, progress at University will be significantly less demanding if they have been studied in Years 11 and 12;
- QUT has an 'Assumed Knowledge' scheme, which replaces formal subject pre-requisites for course entry. Students who do not have the 'assumed level of knowledge' are not prevented from receiving an offer, but may encounter difficulty with their studies. QUT recommends such students undertake bridging or preparation work to acquire the assumed knowledge.

Note: International students; however, must read 'assumed' as a pre-requisite subject. In other words, they have to complete the specified subject in Years 11 and 12.

Progression to Years 11 and 12

Students who select to remain ATAR eligible need to be equipped with the basic knowledge and skills to cope with an 'academic' course. General guidelines indicate that a student who has not achieved a passing grade at the end of Year 10 will have difficulty coping with Years 11 and 12.

It is also important to realise the awarding of a QCE at the completion of Year 12, requires 20 credits; a credit is given when a **minimum amount of learning is achieved**, that is, a **C grade** which is determined at the end of Year 12.

BIOLOGY

Biology is the study of life. Students interested in the complexity, diversity and history of life on our planet will enjoy studies in this field.

Studies in Biology will provide students with opportunities to:

- develop their sense of wonder and curiosity about life;
- develop respect for all living things and the environment;
- develop an understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop;
- develop a sense of how biological knowledge influences society;
- plan and carry out fieldwork, laboratory and other research investigations;
- interpret evidence;
- use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and
- communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Course Structure

| Year 11 | | Year 12 | |
|---|---|---|--|
| 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. |

Assessment

| Formative Assessment – Year 11 | | Summative Assessment – Year 12 | |
|---|---|---|---|
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Formative Internal Assessment 1 (IA1) Data Test (10%) | Formative Internal Assessment 3 (IA3) Research Investigation (20%) | Summative Internal Assessment 1 (IA1) Data Test (10%) | Summative Internal Assessment 3 (IA3) Research Investigation (20%) |
| Formative Internal Assessment 2 (IA2) Student Experiment (20%) | | Summative Internal Assessment 2 (IA2) Student Experiment (20%) | |
| Formative Internal Assessment (IA4) – Examination (50%) | | Summative External Assessment (EA) – Examination (50%) | |

BUSINESS

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

Students will 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 will investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

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

Objectives

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

- describe business environments and situations;
- explain business concepts, strategies and processes;
- select and analyse business data and information;
- interpret business relationships, patterns and trends to draw conclusions;
- evaluate business practices and strategies to make decisions and propose recommendations;
- create responses that communicate meaning to suit purpose and audience.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Business Creation | Business Growth | Business Diversification | Business Evolution |
| Fundamentals of business; Creation of business ideas. | Establishment of a business; Entering markets. | Competitive markets; Strategic development. | Repositioning a business; Transformation of a business. |

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, business information systems, operations management and public relations.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. Assessment is aligned to teach students the necessary genres and types of questions assessed in Year 12. 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).

Summative Assessments

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

CHEMISTRY

Chemistry matters! It is the study of the material that comprises the universe, it's structure and properties.

Studies in Chemistry provide opportunities for students to:

- develop an understanding of chemical theories, models and chemical systems;
- develop expertise in conducting scientific investigations;
- develop an ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and
- communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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.

Course Structure

| Year 11 | | Year 12 | |
|---|---|--|--|
| 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. |

Assessment

| Formative Assessment – Year 11 | | Summative Assessment – Year 12 | |
|---|---|---|---|
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Formative Internal Assessment 1 (IA1) Data Test (10%) | Formative Internal Assessment 3 (IA3) Research Investigation (20%) | Summative Internal Assessment 1 (IA1) Data Test (10%) | Summative Internal Assessment 3 (IA3) Research Investigation (20%) |
| Formative Internal Assessment 2 (IA2) Student Experiment (20%) | | Summative Internal Assessment 2 (IA2) Student Experiment (20%) | |
| Formative Internal Assessment (IA4) – Examination (50%) | | Summative External Assessment (EA) – Examination (50%) | |

DESIGN

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

Students will learn:

- how design has influenced the economic, social and cultural environment in which they live;
- 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;
- 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;
- about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts;
- to use drawing and low-fidelity prototyping skills;
- to evaluate ideas and design concepts; and
- to communicate design proposals to suit different audiences.

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| Design in Practice Experiencing design; Design process; Design styles. | Commercial Design Explore - client needs and wants; Develop - collaborative design. | Human-centred Design Designing with empathy. | Sustainable Design Explore - sustainable design opportunities; Develop – redesign. |

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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

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

ENGLISH

Senior English focuses on both literary and non-literary texts. Study develops independent, innovative, critical and creative thinkers who appreciate the aesthetic use of language; and students who can analyse perspectives and evidence, challenging ideas and interpretations through the analysis and creation of varied texts.

Significant, open-ended opportunities exist for students to engage with themes around humanity which matter to them. Students are offered opportunities to interpret, analyse and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and media, and how to use it appropriately and effectively for a variety of purposes. Students enjoy opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility; skills that prepare students for local and global citizenship and for life-long learning across a wide range of contexts.

Assessment Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations;
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences;
- create and analyse perspectives and representations of concepts, identities, times and places;
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions;
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts;
- select and synthesise subject matter to support perspectives;
- organise and sequence subject matter to achieve particular purposes;
- use cohesive devices to emphasise ideas and connect parts of texts;
- make language choices for particular purposes and contexts;
- use grammar and language structures for particular purposes;
- use mode-appropriate features to achieve particular purposes (QCAA,2020).

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. |

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative Internal Assessment 1 (IA1) Extended Response – Written Response for a Public Audience | 25% | Summative Internal Assessment 3 (IA3) Extended Response – Imaginative Written Response | 25% |
| Summative Internal Assessment 2 (IA2) Extended Response – Persuasive Spoken Response | 25% | Summative Internal Assessment 4 (IA4) Examination – Analytical Written Response | 25% |

LEGAL STUDIES

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students will:

- study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities;
- develop critical skills to assess the effectiveness of laws to manage competing interests;
- study the foundations of law, the criminal justice process and the civil justice system;
- critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues;
- develop skills of inquiry, critical thinking, problem solving and reasoning to make informed and ethical decisions and recommendations;
- identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning; and
- question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Objectives

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

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

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; The effectiveness of international law; Human rights in Australian contexts. |

Pathways

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

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative Internal Assessment 1 (IA1): Examination - Combination Response | 25% | Summative Internal Assessment 3 (IA3): Investigation - Argumentative Essay | 25% |
| Summative Internal Assessment 2 (IA2): Investigation - Inquiry Report | 25% | Summative External Assessment (EA): Examination - Combination Response | 25% |

JAPANESE (OFFERED THROUGH SCHOOL OF DISTANCE EDUCATION)

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 will participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

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

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

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences;
- identify tone, purpose, context and audience to infer meaning, values and attitudes;
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives;
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions;
- structure, sequence and synthesise information to justify opinions, ideas and perspectives;
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|--|
| 私の暮らし My World Family/carers and friends; Lifestyle and leisure; Education. | 私達のまわり Exploring Our World Travel; Technology and media; The contribution of Japanese culture to the world. | 私達の社会 Our Society Roles and relationships; Socialising and connecting with my peers; Groups in society. | 私の将来 My Future Finishing secondary school, plans and reflections; Responsibilities and moving on. |

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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

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

GENERAL MATHEMATICS

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices—building on the content of the Preparatory to Year 10 Australian Curriculum. 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 will 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 will engage in a practical approach that equips learners for their needs as future citizens. They will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices;
- comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices;
- communicate using mathematical, statistical and everyday language and conventions;
- evaluate the reasonableness of solutions;
- justify procedures and decisions by explaining mathematical reasoning;
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|--|
| Money, Measurement and Relations Consumer arithmetic; Shape and measurement; Linear equations and their graphs. | Applied Trigonometry, Algebra, Matrices and Univariate Data Applications of trigonometry; Algebra and matrices; Univariate data analysis. | Bivariate Data, Sequences and Change, and Earth Geometry Bivariate data analysis; Time series analysis; Growth and decay in sequences; Earth geometry and time zones. | Investing and Networking Loans, investments and annuities; Graphs and networks; Networks and decision mathematics. |

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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| 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

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 will 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 Preparatory to Year 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 will develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They will make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from algebra, functions, relations and their graphs, calculus and statistics;
- comprehend mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics;
- communicate using mathematical, statistical and everyday language and conventions;
- evaluate the reasonableness of solutions;
- justify procedures and decisions by explaining mathematical reasoning;
- solve problems by applying mathematical concepts and techniques drawn from algebra, functions, relations and their graphs, calculus and statistics.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Algebra, Statistics and Functions Arithmetic and geometric sequences and series 1; Functions and graphs; Counting and probability; Exponential functions 1; Arithmetic and geometric sequences. | Calculus and Further Functions Exponential functions 2; The logarithmic function 1; Trigonometric functions 1; Introduction to differential calculus; Further differentiation and applications 1; Discrete random variables 1. | Further Calculus The logarithmic function 2; Further differentiation and applications 2; Integrals. | Further Functions and Statistics Further differentiation and applications 3; Trigonometric functions 2; Discrete random variables 2; Continuous random variables and the normal distribution; Interval estimates for proportions. |

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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| 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 (OFFERED THROUGH SCHOOL OF DISTANCE EDUCATION)

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, 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 will 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 will range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Objectives

By conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus;
- comprehend mathematics concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus;
- communicate using mathematical, statistical and everyday language and conventions;
- evaluate the reasonableness of solutions;
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning;
- solve problems by applying mathematical concepts and techniques drawn from vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|---|
| Combinatorics, Vectors and Proof Combinatorics Vectors in the plane Introduction to proof | Complex Numbers, Trigonometry, Functions and Matrices Complex numbers 1 Trigonometry and functions Matrices | Mathematical Induction, and further Vectors, Matrices and Complex Numbers Proof by mathematical induction Vectors and matrices Complex numbers 2 | Further Statistical and Calculus Inference Integration and applications of integration Rates of change and differential equations Statistical inference |

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 mathematical and statistics, computer science, medicine, engineering, finance and economics.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| 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% | | | |

MODERN HISTORY

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students will 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 will 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.

Objectives

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

- comprehend terms, issues and concepts;
- devise historical questions and conduct research;
- analyse historical sources and evidence;
- synthesise information from historical sources and evidence;
- evaluate historical interpretations;
- create responses that communicate meaning.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| Ideas in the Modern World Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789; Industrial Revolution, 1760s–1890s; American Revolution, 1763–1783; French Revolution, 1789–1799; Age of Imperialism, 1848–1914; Meiji Restoration, 1868–1912; Boxer Rebellion, 1900–1901; Russian Revolution, 1905–1920s; Xinhai Revolution, 1911–1912; Iranian Revolution, 1977–1979; Arab Spring since 2010 Alternative topic for Unit 1. | Movements in the Modern World Australian Indigenous rights movement since 1967; Independence movement in India, 1857–1947; Workers' movement since the 1860s; Women's movement since 1893; May Fourth Movement in China, 1919; Independence movement in Algeria, 1945–1962; Independence movement in Vietnam, 1945–1975; Anti-apartheid movement in South Africa, 1948–1991; African-American civil rights movement, 1954–1968; Environmental movement since the 1960s; LGBTIQ civil rights movement since 1969; Pro-democracy movement in Myanmar (Burma) since 1988; Alternative topic for Unit 2. | National Experiences in the Modern World Australia, 1914–1949; England, 1707–1837; France, 1799–1815; New Zealand, 1841–1934; Germany, 1914–1945; United States of America, 1917–1945; Soviet Union, 1920s–1945; Japan, 1931–1967; China, 1931–1976; Indonesia, 1942–1975; India, 1947–1974; Israel, 1948–1993; South Korea, 1948–1972. | International Experiences in the Modern World Australian engagement with Asia since 1945; Search for collective peace and security since 1815; Trade and commerce between nations since 1833; Mass migrations since 1848; Information Age since 1936; Genocides and ethnic cleansings since 1941; Nuclear Age since 1945; Cold War, 1945–1991; Struggle for peace in the Middle East since 1948; Cultural globalisation since 1956; Space exploration since 1957; Rights and recognition of First Peoples since 1982; Terrorism, anti-terrorism and counter-terrorism since 1984. |

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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| 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

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students will use and apply music elements and concepts. They will apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students will use essential literacy skills to engage in a multimodal world. They will demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Objectives

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

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

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? |

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| 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% | | | |

PHYSICAL EDUCATION

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

Students will learn:

- how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity;
- to engage in a range of activities to develop movement sequences and movement strategies;
- experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts;
- to recognise and explain concepts and principles about and through movement; and
- demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students will:

- gather data to analyse, synthesise and devise strategies to optimise engagement and performance; and
- engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Objectives

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

- recognise and explain concepts and principles about movement;
- demonstrate specialised movement sequences and movement strategies;
- apply concepts to specialised movement sequences and movement strategies;
- analyse and synthesise data to devise strategies about movement;
- evaluate and justify strategies about and in movement;
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

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

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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

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

PHYSICS

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

- about the fundamental concepts of thermodynamics, electricity and nuclear processes;
- about the concepts and theories that predict and describe the linear motion of objects;
- how scientists explain some phenomena using an understanding of waves;
- to engage with the concept of gravitational and electromagnetic fields and the relevant forces associated with
- modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena;
- to develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action;
- that matter and energy interact in physical systems across a range of scales;
- how models and theories are refined, and new ones are developed in physics;
- to investigate phenomena and solve problems; collect and analyse data; and interpret evidence;
- to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres; and
- to 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.

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| Thermal, Nuclear and Electrical Physics Heating processes; Ionising radiation/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. |

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.

Assessment

Units 1 and 2 formative assessment items include:

- Data Test worth 10% of assessment (Term One Year 11);
- Research Investigation worth 20% of assessment (Term Two Year 11);
- Student Experiment worth 20% of assessment (Term Three Year 11);
- Examination worth 50% of assessment (Term Three Year 11).

Summative 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 ARTS IN PRACTICE

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

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.

Structure

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

| Core | Electives |
|--|----------------|
| Visual mediums, technologies, techniques | 2D |
| Visual literacies and contexts | 3D |
| Artwork realisation | Digital and 4D |
| | Design |
| | Craft |

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

| Project | Product | Extended response | Investigation |
|--|---|--|--|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the application of identified skills to the production of artworks. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| <p>A project consists of:</p> <p>a product component:</p> <p>variable conditions</p> <p>at least one different component from the following</p> <p>written: 500–900 words</p> <p>spoken: 2½–3½ minutes</p> <p>multimodal</p> <p>non-presentation: 8 A4 pages max (or equivalent)</p> <p>presentation: 3–6 minutes.</p> | variable conditions | <p>Presented in one of the following modes:</p> <p>written: 600–1000 words</p> <p>spoken: 3–4 minutes</p> <p>multimodal</p> <p>non-presentation: 10 A4 pages max (or equivalent)</p> <p>presentation: 4–7 minutes.</p> | <p>Presented in one of the following modes:</p> <p>written: 600–1000 words</p> <p>spoken: 3–4 minutes</p> <p>multimodal</p> <p>non-presentation: 10 A4 pages max (or equivalent)</p> <p>presentation: 4–7 minutes.</p> |

SENIOR EXTERNAL LANGUAGES

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Chinese
- Korean
- Modern Greek
- Russian

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

CHINESE

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

Students will communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They will acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students may write responses in full form characters and will experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

This syllabus cannot be studied in conjunction with the Chinese General Senior Syllabus 2019 and/or the Chinese Extension General Senior Syllabus 2020.

Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences;
- identify tone, purpose, context and audience to infer meaning, values and attitudes;
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives;
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions;
- structure, sequence and synthesise information to justify opinions, ideas and perspectives;
- use strategies to maintain communication and exchange meaning in Chinese.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|---|
| 我的世界 My World Family/carers and friends; Lifestyle and leisure; Education. | 探索世界 Exploring Our World Travel; Technology and media; The contribution of Chinese culture to the world. | 社会现象 Our Society Roles and relationships; Socialising and connecting with my peers; Individuals in society. | 我的未来 My Future Future pathways, plans and reflections; Responsibilities and moving on. |

Pathways

A course of study in Chinese 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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| Unit 3 | Unit 4 |
|---------------------------------------|--|
| Summative External Assessment 1 (EA1) | Examination – Extended Response 25% |
| Summative External Assessment 2 (EA2) | Examination – Combination Response 75% |

KOREAN

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

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

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

Objectives

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

- comprehend Korean to understand information, ideas, opinions and experiences;
- identify tone, purpose, context and audience to infer meaning, values and attitudes;
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives;
- apply knowledge of Korean language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions;
- structure, sequence and synthesise information to justify opinions, ideas and perspectives;
- use strategies to maintain communication and exchange meaning in Korea.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|--|
| 나의 삶 My World Family/carers and friends Lifestyle and leisure Education | 우리가 사는 세상 Exploring Our World Travel Technology and media The contribution of Korean culture to the world | 우리 사회 Our Society Roles and relationships Socialising and connecting with my peers Groups in society | 나의 미래 My Future Future pathways, plans and reflections Responsibilities and moving on |

Pathways

A course of study in Korean 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.

Assessment

The School will devise assessments in Units 1 and 2 to suit their local context. 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).

Summative Assessments

| Unit 3 | Unit 4 |
|---------------------------------------|--|
| Summative External Assessment 1 (EA1) | Examination – Extended Response 25% |
| Summative External Assessment 2 (EA2) | Examination – Combination Response 75% |



CCPS.QLD.EDU.AU

200 PELICAN WATERS BLVD, PELICAN WATERS QLD 4551

CRICOS REG NO: 03241C