

CURRICULUM GUIDE

YEAR 11 & 12

2025

WELCOME

As students begin to shift from Year 10 into Year 11 and 12, the urge to focus on life beyond school and the opportunities available to students begins to intensify. This in turn can lead to a feeling of pressure relating to the subjects chosen in Senior and how students prepare for those subjects. The key to successfully negotiating these demands is balance.

It is worth noting, the elective units for students in Year 10 were designed to complement the Year 11 and 12 subjects that bear the same name. Therefore, students already have the foundation for a number of senior courses through their Year 10 studies. Parents and students should also be aware that certain subjects offered at tertiary level require students to have studied prerequisite subjects in Year 11 and 12.

The Alice Springs Declaration (2019) highlights the need for effective transitions between all stages of learning. This is no different as students shift from Year 10 into Year 11 and 12. Thus, it is important that when choosing subjects, students seek to take a balanced approach based on interest and academic pursuit. For instance, choosing solely Mathematics and Science courses will not necessarily provide the balance and variation needed for students to stay focused and motivated throughout the final two years of school. This is particularly the case if not all subjects chosen are a reflection of the skills and abilities of the student. It is important that students choose subjects they are interested in, are good at, and in which they are suitably challenged.

Students must also be balanced in how they approach preparation for their subjects. Those most likely to succeed are those who develop a realistic and flexible study timetable with sufficient time built in for sport, the arts, recreation and leisure.

Students should find Years 11 and 12 to be among the best of their schooling lives. There are a number of significant events and opportunities open to students that previously would not be available. It is important they do not become overwhelmed by their study at the expense of these opportunities.

Finally, and most importantly, is the need to keep the channels of communication open at all times. I urge parents to continue to take a positive interest in their child's study program and contact their child's teachers on a regular basis to ascertain progress, and to discuss how they can best be supported at home and at school. Communication between the student, parents and teacher is crucial to student success in Years 11 and 12.

Mr Mathew Stein

Deputy Principal | Curriculum, Professional Practice & Transformation

LAKES LEARNER CAPABILITIES

A Lakes Learner is first and foremost a spiritual being, uniquely gifted and created by God; they are a person of unwavering faith. Through careful consultation with students, teachers and the community, we are proud to affirm that, from this spiritual foundation, a Lakes Learner embodies the capabilities of being Knowledgeable, Connected, Curious and having a depth of Character.

As our school motto reminds us, "To Your Faith add Knowledge" - and now, we also emphasise the significance of Connection, Curiosity, and Character.



A Lakes Learner is a critical and creative thinker who diligently connects new information with what they already know. Through the acquisition of knowledge and skills, they aspire to be responsible global citizens, equipped with an ethical frame of reference and intercultural awareness. Digital literacy and real-world learning experiences empower a Lakes Learner to be a well-rounded thinker who is poised to embrace lifelong learning with enthusiasm and passion.



Lakes Learners value inclusivity, acceptance and a sense of belonging. They embody these values by showing compassion and empathy towards others. Through these personal and social capabilities, a Lakes Learner builds authentic, just, and genuine connections within the school community and beyond. They aim to create meaningful connections with First Nations Peoples, seeking to learn more about 'truth telling' and extend their understanding on contemporary Aboriginal and Torres Strait Islander communities. In addition to their connections with people, they are also mindful of their relationship with the environment and the world around them. A Lakes Learner is a responsible steward of local, regional, and global environments and cultures.



A Lakes Learner holds a curious and innovative mind that sparks with wonder as they extend their learning. With a natural inclination towards divergent thinking, they use the power of inquiry to solve problems, test hypotheses and work collaboratively. As a future-focussed thinker with an internal drive to create, the Lakes Learner is constantly ideating and crafting innovative solutions.



A Lakes Learner embodies resilience, leadership, and strong character in times of change. They prioritise relationships and community to make a positive impact on the world through passion and respect. They understand that taking risks is a path towards growth, fulfilment and innovation, and they understand that failure can be an opportunity for lifelong learning. A Lakes Learner is a self-directed and self-aware individual who values emotional intelligence and knows that great courage can be shown through vulnerability. Through evidence-based wellbeing and outdoor education programs, Lakes Learners develop and maintain good emotional and mental health strategies and learn to cultivate the skills needed to support their own wellbeing, as well as the wellbeing of those around them.

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VISION

Our Vision for The Lakes College is to be leaders in innovative and inspirational learning.

Our Mission is to provide exceptional student-centred education that develops people of character, who embody Uniting Church values in the community.

A seamless approach to education centred on the needs of our students is established and with all students on the one campus we can look forward to a strong P-12 learning environment and culture.

STUDENT WELLBEING

The Lakes College knows that a person’s wellbeing is the foundation for a student to become a mindful, engaged, connected learner, and a leader in their own learning journey. The Lakes College focuses on enhancing contextual wellbeing within the community through providing opportunities:



Wellbeing is further amplified for students through the Find Your North Wellbeing program and Pastoral Care program. Each program is evidence based and has a specific role providing opportunities to build the resilience of adolescents. According to Dr Helen Street (2022), ‘Resilience is:

- Related to our social identity, our ongoing creation and recreation as a person
- About fluidity, flexibility, and the ability to live according to the deepest sense of who we are
- A deep knowing that everything changes (connect really deeply but also being able to let go)’.

Or simply put ‘Resilience is our capacity to embrace strong, deep connections within the context of our lives, while knowing and accepting that they are temporary.’ And to do this, an individual needs to recognise and understand their own emotions and others and take a metacognitive approach emotional self-regulation.

Find Your North Wellbeing Program

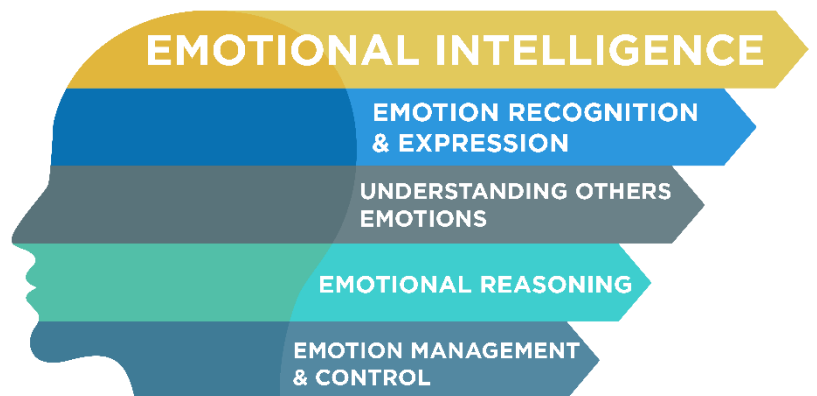
The Lakes College has partnered with [Swinburne University](#) to further enhance The Find Your North Program through integrating the Aristotle Emotional Intelligence Program into the existing program. Swinburne University research has shown that developing emotional intelligence in students improves their:

- academic outcomes
- personal resilience and wellbeing
- interpersonal relationships
- and sporting and leadership capabilities.

According to Swinburne University 'Emotional Intelligence (EI) is a series of abilities relating to the way in which we identify, understand, use and regulate emotions (Salovey & Mayer, 1990). These abilities are arranged in a four-branch model of EI whereby the foundations of basic EI competencies are typically built on and increase in complexity along each of the four branches.' These branches will form the basis of the wellbeing program for students in years 7-12.

Pastoral Care Program

Whilst there is a focus on laying the foundation of Emotional Intelligence (EI) in the FYN program; the Pastoral Care Program focuses on Positive Education. The lessons are designed to assist students in fostering their own character strengths, mindfulness, connection, mindset, curiosity, purpose, emotional and social intelligence and gratitude through their exploration of the science of wellbeing. These understandings become the building blocks for a path that unlocks an understanding of the importance of meta cognition (learning how to learn) in reaching their personal and academic goals. Learning how to develop a consistent approach to mindset, self-regulation, time management, organisation and goal setting will build an agile student who may pivot when required as they develop a strong sense of agency as a learner.



The unique culture of the TLC community, combined with our dedicated, innovative educators and diverse learning pathways, nourish the hearts of our students which leads to flourishing minds.



Student Wellbeing at The Lakes College is researched based and integrated into all aspects of College life: Pastoral Care, teaching and learning, and connection and belonging within the community, to support students to find their north so their minds are nourished and then hearts may flourish. Students are nurtured through their individual character strengths and encouraged to lead with their virtues, and to respect other students' and staff unique strengths. The Wellbeing framework at the College has been developed and divided into four Wellbeing domains: social, emotional, intellectual and physical. The Wellbeing program 'Find your North' is delivered to students as weekly 45-minute lessons and the Pastoral Care lessons are delivered across three 25-minute lessons per week, from Monday-Wednesday.

SENIOR EDUCATION PROFILE

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

- 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.



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 first December or July after the student meets the requirements for a 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.



The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

SENIOR SUBJECTS

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 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.

Literacy: 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 subject — 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.

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 and completion

- 2000 rungs: 0.00 – 99.95 in steps of 0.05 (ATARs under 30 not published)
- For students seeking entry into university – particularly in competitive courses
- 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.
- Calculated through QTAC and applies subject scaling
- Can only be used at other *Australian* universities

ASSESSMENT FOR ATAR – GENERAL COURSES

MATHS & SCIENCE
SUBJECTS



ALL OTHER
GENERAL SUBJECTS



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.

The syllabus structure consists of a Course Overview and Assessment.

General Syllabus: 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 subjects are extensions of the related General subjects and also 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.

General Syllabus: Assessment

In General Subjects, senior students' learning will be assessed using three internal assessment instruments developed by relevant faculty staff. These assessment items are called Internal Assessment (IA) based on Units 3 & 4 (75% in most subject areas; 50% in Mathematics and Science subjects). There is also one subject-specific state-wide instrument which is created by the QCAA: External Assessment (EA).

These assessment instruments are guided by a range of quality assurance processes by the QCAA. When schools develop IA tasks, they undergo **Endorsement**. The QCAA endorses by matching the conditions and requirements of the IA with syllabus and assessment objectives.

The QCAA will also check the accuracy and reliability of a subject teacher's marking judgements (and by association a student's assessable response) using a process called **Confirmation**. A random sample of student responses in each subject will be selected by the QCAA to determine the comparability of results in that subject across the state. These judgements are confirmed by the QCAA when they match Instrument Specific Marking Guides (ISMG).

The **External Assessment** instrument is developed by the QCAA. It is completed by all Queensland students who are enrolled in a subject at the same time. This assessment is based on Unit 4 content in most subjects (25%) and Units 3 & 4 in Mathematics and Science subjects (50%).

Students will receive a numerical result out of 100 for each subject which will equate to a A-E result. Final subject results for General Subject will be the sum of the External Assessment result and the Internal Assessment results.

Units 1 and 2 Assessments

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least **two** but no more than **four** assessments for Units 1 and 2. At least **one** assessment must be completed for **each** unit. Schools report satisfactory completion of Units 1 and 2 to the QCAA and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 Assessments

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

Schools develop **three** internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

Instrument-specific Marking Guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

As part of quality teaching and learning, schools should 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

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.

The syllabus structure consists of a Course Overview and Assessment.

Applied Syllabus: Course Overview

Applied syllabuses are developmental four-unit courses of study. A course of study for Applied syllabuses includes core topics and elective areas for 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.

Applied Syllabus: Assessment

Applied syllabuses use **four** summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools should develop at least **two** but no more than **four** internal assessments for Units 1 and 2 and these assessments 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, schools 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 student's responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

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 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.

Selecting your subjects

An overall plan is to choose subjects which:

- you enjoy
- you are interested in
- you are good at and have achieved good results in previously
- help you reach your career goals
- meet any subject prerequisites from Year 10 into Year 11/12
- meet prerequisites you need for further study after Year 12
- will develop skills, knowledge and attitudes useful throughout your life

Words of caution

- selecting subjects simply because someone has told you they “scale better” or that they will “help you get a better ATAR” can be misleading
- accepting subject suggestions made by others without investigating them yourself
- choosing a subject because it is “hard”
- choosing a subject because it is “easy”
- choosing a subject because a teacher may, or may not, be teaching it
- choosing a subject because a friend is doing the subject

PREREQUISITES

Whilst it is important for a student to align their senior choices with their career aspirations, given the scope and scale of some subjects there is a need for prerequisite expectations. The following table provides a quick guide that outlines the minimum standards required. These prerequisites are based on historical evidence that draws tangible connections between a student's likelihood of accessing and successfully engaging with syllabus expectations.

Subject	Prerequisite	Additional recommendation
General English	C in Year 10 English	
Literature	B in Year 10 English	
Engineering	B in Year 10 Engineering/or Maths	Mathematical Methods OR Physics
English and Literature Extension (Year 12 only)	B+ in Year 11 English B in Year 11 Literature	Unit 1 & 2 Literature OR General English
General Mathematics	C in Year 10 Core Mathematics	
Mathematical Methods	B in Year 10 Extension Mathematics	
Specialist Mathematics	B+ in Year 10 Extension Mathematics OR C+ in Year 10 Intro to Specialist and C+ in Year Extension Mathematics	
Music Extension (Year 12 only)	B in Music	Unit 1 & 2 General Music
Chinese	C in Year 10 Chinese	
Philosophy & Reason	C in Year 10 English	
It is a general recommendation that students do not study more than 2 science subjects.		
Chemistry	B in Year 10 Science/ B in Year 10 Chemistry Step Up	Selection of Mathematical Methods
Physics	B in Year 10 Science/ B in Year 10 Physics Step Up	Selection of Mathematical Methods
Biology	B in Year 10 Science/ B in Year 10 Biology Step Up	Selection of General Mathematics
Psychology	B in Year 10 Science/ B in Year 10 Psychology Step Up	Selection of General Mathematics

**Special consideration must be sought in consultation with the relevant Head of Faculty and Deputy Head of Secondary (10-12) for the prerequisite conditions to be reconsidered.*

SENIOR SUBJECTS

Students will study six subjects in Years 11 and 12. This will comprise of the following:

- At least one Mathematics subject (Essential, General, Methods, Methods/Specialist)
- At least one English subject (Essential, General, Literature, English as an Additional Language)
- Four elective subjects

In all Year 11 and 12 classes students will also attend:

- ACE (two lessons of study a week)
- Find your Pathway (one lesson a week)
- Find Your North (one lesson a week)
- Pastoral Care (three lessons a week)
- Rotating: Year Level Assembly, General Assembly, and Chapel (one lesson every three weeks)

Year 11/12 Subject Offering

(The following listing may vary from year to year according to student surveys and minimum numbers)

English Essential English General English Literature English as an Additional Language English & Literature Extension (Year 12 only)	Sciences Biology Chemistry Physics Psychology	Languages Chinese
Mathematics Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Humanities Business Economics Geography Legal Studies Modern History Philosophy & Reason	
The Arts Drama Visual Arts Music Music Extension (Year 12 only)	Technologies Engineering Digital Solutions Food and Nutrition	
Health and Physical Education Physical Education Health	VET Certificate III in Sport and Recreation Certificate II in Health Support Services Certificate IV in Justice Diploma in Business	

Subject Progression Sequence - Year 7-12

KEY LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11/12	
	English	English	English English Horizons^^	English English Horizons^^	English Literature^^	EALD English English & Literature Essential English* Extension^^ Literature
	Mathematics	Mathematics	Mathematics Mathematics Horizons	Mathematics Mathematical Horizons	General Mathematics Mathematics Horizons^^ Introduction to Specialist Mathematics	Essential Mathematics* General Mathematics Mathematical Methods Specialist Mathematics
	Science	Science	Science	Science	Core Science Biology Step Up Chemistry Step Up Physics Step Up Psychology Step Up	Biology Chemistry Physics Psychology
	Humanities & Social Sciences	Humanities Business & Economics	Humanities Business & Economics Legal Studies	Humanities Business & Economics Legal Studies	Business & Economics Geography History Legal Studies	Business Economics Geography Legal Studies Modern History Philosophy & Reason
	The Arts	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Drama Music Visual Art	Drama Music Music Extension^^ Visual Art
	Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM	Construction Skills** Digital Solutions Engineering Food and Nutrition Information & Communication Technology (ICT)*	Digital Solutions Engineering Food and Nutrition Information & Communication Technology (ICT)*
	Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Physical Education	Health Physical Education
	LOTE	Chinese	Chinese	Chinese	Chinese	Chinese

*Applied

^some additional costs apply

^^some conditions apply

Elective subjects require minimum student numbers to ensure they are viable. The final decision regarding class feasibility remains with the Head of Secondary

GLOSSARY

ATAR (AUSTRALIAN TERTIARY ADMISSION RANK)

A rank which allows for the comparison of students who have completed different combinations of Years 11/12 courses. Students must complete a minimum of 4 General subjects to obtain an ATAR.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIP

School-based Apprenticeships or Traineeships enable students to study for their QCE and at the same time complete a nationally recognised training qualification as paid employees while completing their senior studies.

APPLIED SUBJECTS

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. Results in Applied subjects contribute to the award of a QCE and one Applied subject result may contribute to an ATAR.

CONFIRMATION

The quality assurance process undertaken by the QCAA to determine the accuracy of subject results across Queensland schools match assessment objectives.

ENDORSEMENT

The quality assurance process undertaken by the QCAA to determine the assessment design in each subject across Queensland schools match syllabus expectations.

EXTERNAL ASSESSMENTS

All General subjects will have an external assessment (examination) component worth 25% of the student's final subject grade, except General Mathematics and General Science subjects which will contribute 50%.

FORMATIVE ASSESSMENT

Formative assessment is assessment in Units 1 and 2 that does not count towards the calculation of an ATAR.

GENERAL SUBJECT

These subjects meet the requirements of a syllabus provided by the QCAA and qualify students for an ATAR if at least 4 subjects have been studied for Units 3 and 4.

PREREQUISITES

These are subjects students MUST have in order to be able to access certain courses in further studies.

QCE (QUEENSLAND CERTIFICATE OF EDUCATION)

The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

QCAA (QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY)

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body responsible for the provision of a range of services and materials relating to syllabuses, testing, assessment, endorsement, confirmation, certification, accreditation, vocational education, and research.

QTAC (QUEENSLAND TERTIARY ADMISSIONS CENTRE)

The Queensland Tertiary Admissions Centre (QTAC) provides a centralised tertiary study application system and publishes entry requirements and course information for prospective applicants. For students in Queensland graduating in 2021, QTAC will be responsible for calculating the ATAR.

SENIOR STATEMENT

An official record of all the learning achievements in a Learning Account.

SUMMATIVE ASSESSMENT

Summative assessment is from Units 3 and 4 only and will contribute to the ATAR calculation.

BIOLOGY

Biology offers students a chance to explore living systems and deepen their understanding of cells and multicellular organisms. They study how living things maintain internal balance, biodiversity, and the connections between heredity and the continuity of life. Students develop critical skills in thinking, experimentation, problem-solving, and research, learning how biology impacts society. They cultivate curiosity, respect for living things and the environment, and appreciation for the development of biological knowledge. Through fieldwork and laboratory investigations, students analyse evidence, create evidence-based arguments, and communicate their findings effectively using various methods and formats.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Cells and the basis of Life <ul style="list-style-type: none"> • The Cell as the Fundamental Unit of Life • Exchange of Matter and Energy in Multicellular Organisms • Cellular Energy, Gas Exchange and Plant Function 	Homeostasis and Disease <ul style="list-style-type: none"> • Homeostasis, Mechanisms and Responses • Infectious Diseases, Immunity and Epidemiology 	Biodiversity and the Interconnectedness of Life <ul style="list-style-type: none"> • Biodiversity and Population Dynamics • Ecosystem Functioning and Succession 	Heredity, Evolution and the Continuity of Life <ul style="list-style-type: none"> • DNA, Genes and Patterns of Inheritance • Continuity of Life on Earth Through Evolutionary Processes
Assessment Units 1 and 2 model the structure of Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 10% Data test		Summative internal assessment 3 (IA3): 20% Research investigation	
Summative internal assessment 2 (IA2): 20% Student experiment		Summative external assessment (EA): 50% Examination	
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.			
Prerequisite Students should be achieving a 'B' in Year 10 Science/Biology Step Up to cope with the demands of this course. <i>(It is strongly recommended that students have the capacity to study General Mathematics concurrently with this subject.)</i>			

BUSINESS

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business
Assessment Schools 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): 25% Examination — combination response		Summative internal assessment 3 (IA3): 25% Extended response — feasibility report	
Summative internal assessment 2 (IA2): 25% Investigation — business report		Summative external assessment (EA): 25% Examination — combination response	
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.			

(QCAA Business Senior Syllabus Document, 2025)

CHEMISTRY

Chemistry involves studying materials, their properties, and their structures. Students learn about atomic theory, chemical bonding, and the characteristics of elements and compounds. They explore intermolecular forces, gases, solutions, acidity, reaction rates, equilibrium, and redox reactions. Organic chemistry, synthesis, and the properties of organic compounds are also covered. Students develop a deep appreciation for chemistry, mastering chemical theories, models, and investigative techniques. They critically evaluate scientific arguments and solve problems to form informed, ethical conclusions. Through experiments and research, students apply their knowledge and skills, understanding how chemistry works and its impact on society.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Chemical Fundamentals – Structure, Properties and Reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions – reactants, products and energy change 	Molecular Interactions and Reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, Acids and Redox Reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, Synthesis and Design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design
Assessment Units 1 and 2 model the structure of Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 10% Data test		Summative internal assessment 3 (IA3): 20% Research investigation	
Summative internal assessment 2 (IA2): 20% Student experiment		Summative external assessment (EA): 50% Examination	
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.			
Prerequisite Students should be achieving a 'B' in Year 10 Science/Chemistry Step Up to cope with the demands of this course. <i>(It is strongly recommended that students have the capacity to study Mathematical Methods concurrently with this subject.)</i>			

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

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

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

Structure (Year 11 2025) Unit 1	Unit 2	Unit 3	Unit 4
我的世 My world <ul style="list-style-type: none"> • Family/carers • Peers • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel and exploration • Social customs • Chinese influences around the world 	我们 会; 文化和特 Our society; culture and identity <ul style="list-style-type: none"> • Lifestyles and leisure • The arts, entertainment and sports • Groups in society 	我的现 来 My present; my future <ul style="list-style-type: none"> • The present • Future choices
Structure (Year 12 2025) Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	探索世界 Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Chinese culture to the world 	社会现象 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society 	我的未来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on
Assessment Schools 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 (Year 12 2025)		Unit 4	
Summative internal assessment 1 (IA1): 15% Examination — short response		Summative internal assessment 3 (IA3): 30% Extended response	
Summative internal assessment 2 (IA2): 30% Examination — combination response		Summative external assessment (EA): 25% Examination — combination response	

CHINESE (cont.)

Unit 3 (Year 12 2026)	Unit 4
Summative internal assessment 1 (IA1): 20% Examination — short response	Summative internal assessment 3 (IA3): 30% Multimodal presentation and interview
Summative internal assessment 2 (IA2): 25% Examination — extended response	Summative external assessment (EA): 25% Examination — combination response
<p>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.</p>	

(QCAA Chinese Senior Syllabus, 2019; QCAA Chinese Senior Syllabus, 2024)

DIGITAL SOLUTIONS

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, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solution 	Digital impacts <ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges
Assessment 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): 25% Technical proposal		Summative internal assessment 3 (IA3): 25% Project — Digital solution	
Summative internal assessment 2 (IA2): 25% Project — Digital solution		Summative external assessment (EA): 25% Examination — combination response	
Pathways A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.			

(QCAA Digital solutions Senior Syllabus, 2025)

DRAMA

Drama fosters creative and expressive communication. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes.

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

Structure Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • cultural inheritances • of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including • Magical Realism, Australian Gothic • Associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance • Associated conventions of styles and texts • inherited texts as stimulus
Assessment Schools 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): 20% Performance		Summative internal assessment 3 (IA3): 35% Practice-led project	
Summative internal assessment 2 (IA2): 20% Dramatic concept		Summative external assessment (EA): 25% Examination — extended response	
Pathways A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.			

(QCAA Drama Senior Syllabus document, 2019, QCAA Drama Senior Syllabus document, 2024)

ECONOMICS

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being. Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. 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. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Markets and Models <ul style="list-style-type: none"> • Topic 1: The basic economic problem • Topic 2: Economic flows • Topic 3: Market forces 	Modified Markets <ul style="list-style-type: none"> • Topic 1: Markets and efficiency • Topic 2: Case options of market measures and strategies 	International Economics <ul style="list-style-type: none"> • Topic 1: The global economy • Topic 2: International economic issues 	Contemporary Macroeconomics <ul style="list-style-type: none"> • Topic 1: Macroeconomic objectives and theory • Topic 2: Economic management
Assessment Schools 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): 25% Examination — combination response		Summative internal assessment 3 (IA3): 25% Examination – extended response	
Summative internal assessment 3 (IA2): 25% Investigation		Summative external assessment (EA): 25% Examination — combination response	
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.			

(QCAA Economics Senior Syllabus document, 2025)

ENGLISH

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts
Assessment Schools 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 (Year 12 2025)		Unit 4	
Summative internal assessment 1 (IA1): 25% Extended response — written response for a public audience		Summative internal assessment 3 (IA3): 25% Extended response — imaginative written response	
Summative internal assessment 2 (IA2): 25% Extended response — persuasive spoken response		Summative external assessment (EA): 25% Examination — analytical written response	
Unit 3 (Year 12 2026)		Unit 4	
Summative internal assessment 1 (IA1): 25% Spoken persuasive response		Summative internal assessment 3 (IA3): 25% Examination – extended response	
Summative internal assessment 2 (IA2): 25% Written response for a public audience		Summative external assessment (EA): 25% extended response	
Pathways A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.			
Prerequisite Students must be achieving a 'C' in Year 10 English.			

(QCAA English General Senior Syllabus, 2019; QCAA English as an Additional Language General Senior Syllabus, 2024)

ENGLISH AS AN ADDITIONAL LANGUAGE

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes. Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts
Assessment Schools 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 (Year 12 2025)		Unit 4	
Summative internal assessment 1 (IA1): 25% Examination – analytical written response		Summative internal assessment 3 (IA3): 25% Extended response – imaginative spoken/multimodal response	
Summative internal assessment 2 (IA2): 25% Extended response – persuasive written response		Summative external assessment (EA): 25% Examination – analytical extended response	
Unit 3 (Year 12 2026)		Unit 4	
Summative internal assessment 1 (IA1): 25% Examination – extended response		Summative internal assessment 3 (IA3): 25% Imaginative response (spoken/multimodal)	
Summative internal assessment 2 (IA2): 25% Persuasive response (written)		Summative external assessment (EA): 25% Examination – extended response	
Pathways A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.			
Prerequisite Students must be achieving a 'C' in Year 10 English.			

(QCAA English as an Additional Language General Senior Syllabus, 2019; QCAA English as an Additional Language General Senior Syllabus, 2024)

ENGINEERING

Students use the problem-solving process in Engineering which involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations.

Students develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering • materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of structures and environmental considerations: <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control
Assessment 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.			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 25% Engineered Solution - Folio		Summative internal assessment 3 (IA3): 25% Engineered Solution – folio	
Summative internal assessment 2 (IA2): 25% Examination		Summative external assessment (EA): 25% Examination	
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.			

(QCAA Engineering Senior Syllabus, 2019)

ENGLISH & LITERATURE EXTENSION (YEAR 12)

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore is more challenging than other English courses as it builds on the study students have already undertaken. This subject is only offered in Year 12.

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. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

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, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence 	Exploration and evaluation <ul style="list-style-type: none"> • Extended academic research paper • Application of theory
Assessment 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): 20% Extended response — reading and defence	Summative internal assessment 3 (IA3): 35% Extended response — academic research paper
Summative internal assessment 2 (IA2): 20% Extended response — complex transformation and defence	Summative external assessment (EA): 25% Examination — theorised exploration of unseen text
Pathways A course of study in English & Literature Extension promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.	
Prerequisite Students must be achieving a 'B+' in Year 11 General English or 'B' in Year 11 Literature.	

(QCAA English & Literature Extension General Senior Syllabus, 2020)

ESSENTIAL ENGLISH

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 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 effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. Students develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences 	Language that influences <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts
Assessment Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — spoken/signed response		Summative internal assessment 3 (IA3): Extended response — Multimodal response	
Summative internal assessment 2 (IA2): Common internal assessment (CIA)		Summative internal assessment (IA4): Extended response — Written response	
Pathways A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.			

(QCAA Essential English Applied Senior Syllabus, 2019; QCAA Essential English Applied Senior Syllabus, 2024)

ESSENTIAL MATHEMATICS

Essential Mathematics focuses on key areas like Number, Data, Location and Time, Measurement, and Finance. This course helps students build skills that go beyond basic numeracy. By connecting mathematical concepts and operations, students deepen their understanding and apply mathematical processes to real-life situations. They learn to recognize and use definitions, rules, and facts in everyday math and data.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest
Assessment Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 		Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task 	
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 		Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination 	
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.			

FOOD & NUTRITION

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

In studying Food and Nutrition, students explore the principles of nutrition and food science, exploring the various components of the food system, and engaging in problem-based learning. Students engage in topics of food safety and labelling, dietary requirements, and the impact of food on nutrition through real-world challenges related to specific consumer markets.

Students continuously apply their knowledge of culinary science, nutrition, and technologies acquired through experimentation and investigation to reformulate and develop solutions targeted towards safe and sustainable futures. Through an iterative problem-solving process, students identify stakeholders, address sector-specific needs and opportunities, consider constraints, and evaluate sensory profiles to determine the quality of developed solutions.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein - <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends - <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat - <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets - <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process
Assessments Schools devise assessments in Units 1 and 2 to suit their local context through 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).			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 25% Examination		Summative internal assessment 3 (IA3): 25% Project — folio	
Summative internal assessment 2 (IA2): 25% Project — folio		Summative external assessment (EA): 25% Examination	
Pathways The Year 11-12 Food and Nutrition course aims to equip students with a deep understanding of food-related concepts, critical thinking skills, and practical problem-solving abilities in preparation for further education and employment in the fields of science, technology, engineering and health.			

(QCAA Food and Nutrition Senior Syllabus, 2019)

GENERAL MATHEMATICS

General Mathematics covers Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on Year 10 content. It's designed for students who want to advance their math skills without needing calculus for future studies or careers. Students will explore rates, percentages, financial math, linear and non-linear expressions, sequences, and how to use matrices and networks to solve real-world problems. They'll apply trigonometry to practical issues and use statistics to analyze real-world phenomena. The course emphasizes practical skills, helping students ask the right questions, model solutions, and understand the relevance of math in everyday life and societal issues.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics
Assessment Schools 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).			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task		Summative internal assessment 3 (IA3): 15% Examination	
Summative internal assessment 2 (IA2): 15% Examination		Summative external assessment (EA): 50% Examination	
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 arts.			
Prerequisite Students must be achieving a 'C' in Year 10 Core Mathematics			

GEOGRAPHY

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. 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.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change
Assessment Schools 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): 25% Examination — combination response		Summative internal assessment 3 (IA3): 25% Investigation — data report	
Summative internal assessment 2 (IA2): 25% Investigation — field report		Summative external assessment (EA): 25% Examination — combination response	
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.			

(QCAA Geography Senior Syllabus, 2025)

HEALTH

Health Education is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources by studying the impact body image has on Health. Unit 3 explores the role of the community in shaping resources by investigating homelessness, road safety, or anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life-course transition.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the processes needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future. The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st Century Skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource.	Peers and family as a resource for healthy living.	Community as a resource for healthy living.	Respectful relationships in the post-schooling transition.
Assessment Assessments in Units 1 and 2 are internally moderated and aim to give students the fundamental knowledge and skills to succeed in summative Physical education assessment. 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): 25% Investigation – action research		Summative internal assessment 3 (IA3): 25% Investigation - Analytical Exposition	
Summative internal assessment 2 (IA2): 25% Examination – Extended response		Summative external assessment (EA): 25% Examination — combination response	
Pathways Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.			

(QCAA Health Education Senior Syllabus, 2019)

LEGAL STUDIES

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts
Assessment Schools 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): 25% Examination — combination response		Summative internal assessment 3 (IA3): 25% Investigation — argumentative essay	
Summative internal assessment 2 (IA2): 25% Investigation — inquiry report		Summative external assessment (EA): 25% Examination — combination response	
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.			

(QCAA Legal Studies Senior Syllabus document, 2025)

LITERATURE

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students 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. When analysing and creating texts, students make literary choices to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts
Assessment Schools 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): 25% Examination — extended response		Summative internal assessment 3 (IA3): 25% Imaginative response (written)	
Summative internal assessment 2 (IA2): 25% Imaginative response (spoken)		Summative external assessment (EA): 25% Examination — extended response	
Pathways A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.			
Prerequisite Students must be achieving a 'B' in Year 10 English.			

(QCAA Literature General Senior Syllabus, 2019; QCAA Literature General Senior Syllabus, 2024)

MATHEMATICAL METHODS

Mathematical Methods focuses on Algebra, Functions and Graphs, Calculus, and Statistics. This course helps students connect mathematics with other subjects and apply their skills to real-world problems, becoming critical thinkers and problem-solvers. The curriculum builds systematically, increasing in complexity, and extends algebra, functions, and probability from earlier years. Calculus is key to understanding the physical world, while Statistics helps analyze uncertainty and variation. Both areas are crucial for creating models and solving complex problems. Students learn to translate between different forms of information and use their knowledge to effectively solve mathematical challenges.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions
Assessment Schools 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).			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task		Summative internal assessment 3 (IA3): 15% Examination	
Summative internal assessment 2 (IA2): 15% Examination		Summative external assessment (EA): 50% Examination	
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.			
Prerequisite Students must be achieving a 'B' in Year 10 Extension Mathematics.			

MODERN HISTORY

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

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

Structure Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • French Revolution • Imperialism 	Movements in the modern world <ul style="list-style-type: none"> • Conflict in Northern Ireland 	National experiences in the modern world <ul style="list-style-type: none"> • China, 1931-1976 • India since 1947 	International experiences in the modern world <ul style="list-style-type: none"> • Struggle for peace in the Middle East • Collapse of the Soviet Union
Assessment Schools 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): 25% Examination — essay in response to historical sources		Summative internal assessment 3 (IA3): 25% Investigation — historical essay based on research	
Summative internal assessment 2 (IA2): 25% Independent source investigation		Summative external assessment (EA): 25% Examination — short responses to historical sources	
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.			

(QCAA Modern History Senior Syllabus Document, 2019)

MUSIC

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

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

Structure Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>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?</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>
<p>Assessment Schools devise assessments in Units 1 and 2 to suit their local context.</p> <p>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).</p>			
<p>Summative assessments</p>			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Performance		Summative internal assessment 3 (IA3): 35% Project	
Summative internal assessment 2 (IA2): 20% Composition		Summative external assessment (EA): 25% Examination	
<p>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.</p>			

(QCAA Music Senior Syllabus, 2020, QCAA Music Senior Syllabus, 2024)

MUSIC EXTENSION (YEAR 12)

Music Extension is an extension of the Music senior syllabus offered for one year (commencing Term 4 Year 11). It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only from the choice of Performance, Composition or Musicology, 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.

Structure

To study Music Extension, students should have completed Units 1 and 2 of Music. In Year 12, students undertake Units 3 and 4 of Music Extension concurrently with, or after, Units 3 and 4 of Music.

Unit 3	Unit 4
Explore Key idea 1: Initiate best practice. Key idea 2: Consolidate best practice.	Emerge Key idea 3: Independent best practice.
Assessment 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): 20% Composition 1; or Musicology Investigation 1; or Performance Investigation 1	Summative internal assessment 3 (IA3): 35% Composition project; or Musicology Project, or Performance Project
Summative internal assessment 2 (IA2): 20% Composition 2; or Musicology Investigation 2; or Performance Investigation 2	Summative external assessment (EA): 25% Examination — extended response
Pathways A course of study in Music Extension can establish a basis for further education in the fields of arts administration, communication, education, creative industries, public relations and science and technology.	
Prerequisite Students must be achieving a 'B+' in Year 11 Music.	

(QCAA Music Extension General Senior Syllabus, 2019, QCAA Music Extension General Senior Syllabus, 2024)

PHILOSOPHY & REASON

Philosophy & Reason offers students the opportunity to explore life's big questions through the lens of philosophical inquiry and critical reasoning. They study key concepts such as ethical frameworks, theories of knowledge, and systems of logic, learning how various philosophies underpin political, scientific, religious, and social perspectives. By examining classical and contemporary ideas, students come to understand how worldviews are shaped and how reasoning informs decisions and actions.

Students develop skills in formal and informal logic, constructing and critiquing arguments with clarity, coherence, and precision. They analyse and evaluate arguments from diverse sources, learning to collaborate and engage respectfully with a range of perspectives. As they investigate what it means to be human, the role of reason in society, and how we care for each other and the world, students cultivate the habits of thoughtful inquiry and reflective judgement.

Through Philosophy & Reason, students learn to value open-mindedness and critical engagement, gaining transferable thinking skills that prepare them for active, informed participation in an increasingly complex world.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none"> • Deductive and inductive arguments • Cognitive bias • Logical fallacies 	Reason in philosophy Two [2] of the following: <ul style="list-style-type: none"> • Topic 1: Philosophy of religion • Topic 2: Philosophy of science • Topic 3: Philosophy of mind 	Moral philosophy and schools of thought <ul style="list-style-type: none"> • Topic 1: Moral philosophy – Moral issues and ethical theories • Topic 2: Philosophical schools of thought, e.g., nihilism, Eastern philosophy, existentialism 	Social and political philosophy <ul style="list-style-type: none"> • Topic 1: Rights • Topic 2: Political philosophy – Collective life
Assessment Units 1 and 2 model the structure of Units 3 and 4. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 25% Examination – extended response		Summative internal assessment 3 (IA3): 25% Analytical essay	
Summative internal assessment 2 (IA2): 25% Analytical essay		Summative external assessment (EA): 25% Examination – extended response	
Pathways A course of study in Philosophy & Reason 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.			
Prerequisite Students should be achieving a 'C' in Year 10 English to cope with the demands of this course.			

PHYSICAL EDUCATION

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

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

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

Structure Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity
Assessment Assessments in Units 1 and 2 are internally moderated and aim to give students the fundamental knowledge and skills to succeed in summative Physical education assessment. 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): 25% Project — folio		Summative internal assessment 3 (IA3): 30% Project — folio	
Summative internal assessment 2 (IA2): 20% Investigation — report		Summative external assessment (EA): 25% Examination — combination response	
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.			

(QCAA Physical Education Senior Syllabus, 2019)

PHYSICS

Physics offers students a chance to explore both classical and modern understandings of the universe. They study key concepts such as thermodynamics, electricity, nuclear processes, and the linear motion of objects. Students also learn how scientists use wave theory to explain phenomena and explore gravitational and electromagnetic fields and the forces they generate. Additionally, they delve into modern physics theories that, though counterintuitive, are crucial for understanding common phenomena.

Students appreciate how physics explains and predicts natural phenomena using reliable concepts, models, and theories. They learn to investigate, analyse data, solve problems, and communicate their findings accurately, understanding the impact of physics on society.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Thermal, Nuclear and Electrical Physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear Motion and Waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and Electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in Modern Physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model
Assessment Units 1 and 2 model the structure of Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 10% Data test		Summative internal assessment 3 (IA3): 20% Research investigation	
Summative internal assessment 2 (IA2): 20% Student experiment		Summative external assessment (EA): 50% Examination	
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.			
Prerequisite Students should be achieving a 'B' in Year 10 Science or Physics Step Up to cope with the demands of this course. <i>(It is strongly recommended that students have the capacity to study Mathematical Methods concurrently with this subject.)</i>			

PSYCHOLOGY

Psychology allows students to explore concepts that explain behaviour and underlying thoughts. They learn about brain function, cognitive development, consciousness, and sleep. Students investigate intelligence, diagnose and classify psychological disorders, explore treatment options, and examine the roles of emotion and motivation in behaviour. They study perception, memory, learning, and the influence of others through social psychology, interpersonal processes, attitudes, and cross-cultural perspectives.

Students appreciate how psychology contributes to understanding contemporary issues and the complexity of human behaviour. They conduct research, analyse data, and understand the ethical and cultural context of psychological knowledge. Students evaluate claims with precision and communicate their findings effectively.

Structure Unit 1	Unit 2	Unit 3	Unit 4
Individual Development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Human consciousness, attention and sleep 	Individual Behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual Thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning 	The Influence of Others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology
Assessment Units 1 and 2 model the structure of Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).			
Summative assessments			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 10% Data test		Summative internal assessment 3 (IA3): 20% Research investigation	
Summative internal assessment 2 (IA2): 20% Student experiment		Summative external assessment (EA): 50% Examination	
Pathways A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.			
Prerequisite Students should be achieving a 'B' in Year 10 Science or Psychology Step Up to cope with the demands of this course. <i>(It is strongly recommended that students have the capacity to study General Mathematics concurrently with this subject.)</i>			

SPECIALIST MATHEMATICS

Specialist Mathematics covers Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics, and Calculus. It's designed for students who want to build confidence in their mathematical abilities and develop a positive outlook on learning math. Students will appreciate the beauty and power of mathematics as they study topics systematically, increasing in complexity.

Building on Mathematical Methods, students delve into functions, calculus, and statistics while being introduced to vectors, complex numbers, and matrices. These tools are essential for modeling the physical world and explaining complex relationships in science and technology. Students engage in varied learning experiences, from practicing fundamental routines to solving real-world problems and reasoning through complex scenarios.

Structure Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods to a passing standard.			
Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference
Assessment Schools 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): 20% Problem-solving and modelling task		Summative internal assessment 3 (IA3): 15% Examination	
Summative internal assessment 2 (IA2): 15% Examination		Summative external assessment (EA): 50% Examination	
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.			
Prerequisite Students must be achieving a 'B+' in Year 10 Extension Mathematics or a 'C+' in Year 10 Introduction to Specialist Mathematics. <i>(Special cases may be considered outside of these prerequisites but will require teacher approval)</i>			

VISUAL ART

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Working as both artist and audience, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Structure Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • 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
<p>Assessment Schools 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).</p>			
<p>Summative assessments</p>			
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 20% Investigation — inquiry phase 1		Summative internal assessment 3 (IA3): 30% Project — inquiry phase 3	
Summative internal assessment 2 (IA2): 25% Project — inquiry phase 2		Summative external assessment (EA): 25% Examination	
<p>Pathways A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.</p>			

(QCAA Visual Art Senior Syllabus, 2019, QCAA Visual Art Senior Syllabus, 2024)

PATHWAYS BEYOND SCHOOL

