

# Senior Course Guide

## 2025



Brisbane State High School **Senior Course Guide**

For students in Year 9 in 2025 (Year 12 in 2028)

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View the most current list of State High's key staff contacts on the school website at <https://brisbaneshs.eq.edu.au/our-school/contact-us>

## Motto

We believe that the pursuit of knowledge equips and enables our students to make a powerful difference in the world.

**Scientia est Potestas**  
Knowledge is Power

## Vision

Schooling at Brisbane State High is about inspiring and rigorous learning. Our exceptional education develops our students in well-being, as community leaders and in their role of protecting and preserving our environment.

Together, staff, students, and parents embrace the traditions and history of the original custodians of the land and the school. As a leading educational community, we prioritise ethics, commitment to others, and being a flagship of teaching and learning.

We collaborate with our community to nurture students' leadership and social commitment, empowering them to make a local impact with global reach.

Our teaching and learning approach is research-based, with a commitment to personalised learning that focuses on unlocking each student's potential.

## Values

**Learning:** we love knowledge, learning and curiosity.

**Excellence:** we strive for personal bests and world class standards.

**Respect:** we earn respect for our integrity, humility and altruism.

**Public education:** we celebrate diversity as well as the things that bind us together.

## Purpose

As a learning community, we are committed to developing young people to achieve their potential intellectually, personally and socially.

Intellectually, as:

- life-long, curious learners and
- independent, and creative thinkers.

Personally, as:

- resilient, balanced individuals and
- confident, principled communicators.

Socially, as:

- active, empathetic leaders and
- enthusiastic, contributing team members.

# Introduction

At Brisbane State High School, our goal is for each student to have a meaningful pathway and to establish the foundations for a successful future. The school is committed to challenging students at all levels and assisting them in setting and attaining realistic personal academic goals. The school will also support and guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The Year 10 curriculum provides a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. At Brisbane State High School, Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for the Senior subjects. To provide a targeted foundation for Senior, the Year 10 curriculum has been designed as preparatory courses for Senior subjects or foundational courses for VET certificates.

The Senior Curriculum Course Guide provides a summary of all courses offered in the Year 10 program to assist you in planning your pathway. To help, we have designed a rigorous process for students and parents/guardians in which to engage that supports informed decision-making and subject choices. The key aspects of this process are captured on the next page.





Year 9		Year 9		Year 9		Year 9	
<b>Term 1 – REFLECT</b>  Engage with Year 9 ARC and its QLearn course. Students reflect on their character, values, interests, learning, strengths, challenges, and academic readiness to make informed senior pathway choices.	<b>Term 2</b>  Engage with Year 9 ARC and its QLearn course Students build understanding of 21st Century Skills, job clusters, QCE and QCAA mandatory elements.	<b>Mid Term 2 to Mid Term 3</b>  Engage with Year 9 ARC and its QLearn course.  Participate in HOD delivered faculty online seminars to understand what subjects are about.  Helpful exploration questions: 1. What are you good at and like? 2. What are your character strengths? 3. What are the subjects, pathways and job clusters you are considering?	<b>Term 3 Weeks 2 to 5</b>  Year 9 Students and parents/guardians explore information in: - QLearn course - ‘Senior Course Guide’ - ‘Year 9 into 10’ Padlet  Guiding questions: 1. Why should I study this course? 2. What does learning and assessment look like in this course? 3. What strengths, skills and interests do I need to be successful in this course? 4. What are the readiness criteria for my subjects? 5. What pathways could these subject courses lead me towards?  Students requiring additional support begin working with Student Services Team to support decision making.	<b>Term 3, Week 4</b>  Students attend the ‘Curriculum Showcase’ with parents/guardians.			
<b>Term 3, Week 4 and 5</b>  Students and parents/guardians discuss information presented to finalise subject selections and check readiness criteria, using the ‘Senior Course Guide’.  Students engage in tertiary specific guest speaker presentations	<b>Term 3, Week 5</b>  Submit subject selections via OneSchool.	<b>Term 3, Weeks 6 to 9</b>  Engage with Year 9 ARC and its QLearn Course. Students refine selected subject suite whilst revising personal best goals.  Students prepare their portfolio, ready for Senior Success Conversation event in Term 4.	<b>Term 3, Week 9</b>  Finalise subject selections in OneSchool during ARC.	<b>Term 3, Week 9 to early Term 4</b>  Engage with Year 9 ARC and its QLearn course as well as Senior Course Guide. Students reflect on readiness criteria for subject choices in response to Term 3 results to support seeking feedback and refining learning goals.			
<b>Term 4, Week 1</b>  Parent/Guardians and students attend Parent-Teacher Interviews	<b>Term 4, Weeks 1 to 4</b>  Students act on feedback from Parent Teacher Interviews and Term 3 learning feedback Students reflect to support transition from Junior School to Senior School. Students continue to prepare Senior Success Conversation portfolio and rehearse for the event.  Guiding Question: How does what I know support me with my next steps?	<b>Term 4, Week 4</b>  Students and parents/guardians attend Senior Success Conversations event and confirm subject suite for Senior School.					
Year 10		Year 10		Year 10		Year 10	
<b>Term 1, Weeks 1 to 4</b>  Students engage in values-based goal setting to support personal best goals with support from their ARC Teacher/Mentor -	<b>Term 1</b>  Persist with subjects to determine strengths, challenges and build towards success.  Target conversations for students who are require support with ensuring academic success and pathway alignment.	<b>Term 2, Weeks 1 – 3</b>  Students review values-based goal setting progress then co-construct next steps with relevant mentor out of the following: - ARC Teacher - Case Manager - HOD Year Level - HOD Curriculum - Guidance Officer - Deputy Principal	<b>Term 2</b>  Persist with subjects to determine strengths, challenges and build towards success  Target conversations for students who are require support with ensuring academic success and pathway alignment.				
<b>Term 3, Weeks 1 – 3</b>  Students review values-based goal setting progress then co-construct next steps with relevant mentor out of the following: - ARC Teacher - Case Manager - HOD Year Level - HOD Curriculum - Guidance Officer - Deputy Principal	<b>Term 3</b>  Persist with subjects to determine strengths, challenges and build towards success  Target conversations for students who are require support with ensuring academic success and pathway alignment.	<b>Term 4</b>  Students and parents/guardians attend SET – Plan Event.  Students review values-based goal setting progress then co-construct next steps with parent/guardian and relevant mentor out of the following: - ARC Teacher - Case Manager - HOD Year Level - HOD Curriculum - Guidance Officer - Deputy Principal	<b>Term 4, Week 4</b>  Students and parents/guardians attend Senior Success Conversations event and confirm subject suite for Senior School.				

## How to use this guide

The Senior Curriculum Course Guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Brisbane State High School for students transitioning to Year 10 in 2026. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

## How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways and job clusters I am interested in?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

More information about prerequisites can be accessed through [QTAC 'My Path'](https://www.qtac.edu.au/student-resources/year-10) (<https://www.qtac.edu.au/student-resources/year-10>).

### DO NOT choose your subjects for the following reasons:

1. **"My friend is taking that subject."** There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. **"I do/don't really like the teacher."** There is no guarantee that you will have any particular teacher.
3. **"Someone told me that the subject is fun (or easy, or interesting)."** It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. **"Someone told me that the subject is boring."** See point 3.
5. **"Someone told me that I do/don't need that subject for the course I want to take at university,"** or **"I think this subject is better for my ATAR."** Check tertiary prerequisites or see a Guidance Officer.

If you haven't already, discuss the answers to these questions with your parents/guardians, a Guidance Officer, your HOD Year Level or your ARC teacher. You may wish to write down your answers for reference when making your subject selections.

### Choose very carefully

The subjects that you undertake in Year 10 will prepare you for Year 11 and 12. At Brisbane State High School, 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student's ATAR eligibility and QCE eligibility (see QCE requirements table).

# Categories of subjects

Senior subjects are grouped into four categories:

1. **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. Applied subjects contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).
2. **General Subjects:** 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 contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.
3. **Extension Subjects (available option for Year 12 students):** Extension subjects are extensions of the related General subjects. Extension 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. Extension subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.
4. **Additional Learning Options:** The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. Additional Learning Options are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Additional Learning Options contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).

## Additional Learning Options explained

### School-based Certificate and Diploma course

Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (QCE).
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

### Vocational Education and Training (VET) through TAFE

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work or TAFE entrance beyond Year 12. For some tertiary providers, Vocational Education may be an option for students seeking entrance to university studies beyond Year 12. This should be verified directly with the tertiary institution of choice prior to commencement of the VET course. Benefits of undertaking a Certificate or Diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.

Students electing to complete a vocational qualification will still complete an additional five subjects to study at State High as a part of their senior secondary curriculum.

## Resources

In ARC, students access a wide range of resources to assist them with their pathway planning. The following is a list of resources that students have used this year to help them to plan for their future studies.

- Examine career pathways and learning areas via [myfuture](#). The myfuture website is developed by Education Services Australia.
- Explore the Queensland curriculum and available subjects through the [Queensland Curriculum and Assessment Authority \(QCAA\) website](#).
- Investigate the [24 Character Strengths](#), which may help with understanding personality traits. This resource is developed by the VIA Institute on Character.
- View details and requirements about tertiary courses and institutions through the [Queensland Tertiary Admissions Centre \(QTAC\) website](#).
- Investigate [21st Century Skills](#) and what they mean for study and career pathways. The 21st Century Skills are developed by Applied Educational Systems.

Website/URL details for the above hyperlinks

- myfuture Career Profile: <http://myfuture.edu.au/login>
- myfuture Career Bullseyes: <https://myfuture.edu.au/bullseyes>
- QCAA website: <https://www.qcaa.qld.edu.au>
- 24 Character Strengths: <http://www.viacharacter.org/character-strengths>
- QTAC website: <https://www.qtac.edu.au>
- 21st Century Skills: <http://www.aeseducation.com/career-readiness/what-are-21st-century-skills>

## Senior Courses, 21st Century Skills and Job Clusters.

The employment landscape is ever-changing. The rapidly changing world of work requires young people today to rethink the skills they need to build a successful career and thrive in the future. By understanding the skills and capabilities that will be most portable and in demand in the new economy, young people can work to equip themselves for the future of work more effectively. Our mindset needs to shift to reflect a more dynamic future of work where linear careers will be far less common and young people will need a portfolio of skills and capabilities, including career management skills to navigate the more complex world of work.


To support students in their decision-making processes regarding subject selection, we have undertaken an alignment and mapping process to align our subject offerings with the seven job clusters outlined from the [2017 Foundation of Young Australians in their New Work Mindset Report](https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf) (<https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf>) and to highlight the top three 21<sup>st</sup> Century Skills evident in each subject offering. You will see this mapping represented of the following three pages.

Students will work through this learning in their ARC lessons and reflect on their subject choices through these lenses in preparation for their Senior Success Conversation.




Subjects, 21<sup>st</sup> Century Skills and Job Clusters: Sorted by Subject


The six  
21<sup>st</sup> Century Skills  
Icons based of QCAA  
21st century skills




■ Collaboration and teamwork




■ Communication




■ Creative thinking



■ Critical thinking



■ ICT skills



■ Personal and social skills

The seven Job Clusters

- The Generators

The Artisans

The Carers

The Informers
- The Coordinators

The Designers

The Technologists

Department	Subject	Top 2t <sup>st</sup> Century Skills	Top Job Clusters
BID	Accounting	<div><div></div><div></div><div></div></div>	Informers   Coordinators
BID	Business	<div><div></div><div></div><div></div></div>	Generators   Informers
BID	Design	<div><div></div><div></div><div></div></div>	Designers   Technologists
BID	Digital Solutions	<div><div></div><div></div><div></div></div>	Technologists   Designers
BID	Engineering	<div><div></div><div></div><div></div></div>	Designers   Technologists
BID	Legal Studies	<div><div></div><div></div><div></div></div>	Informers   Coordinators
BID	Applied Information and Communication Technology	<div><div></div><div></div><div></div></div>	Designers   Technologists
BID	Certificate II Furniture Making Pathways	<div><div></div><div></div><div></div></div>	Artisans
BID	Certificate IV Crime and Justice	<div><div></div><div></div><div></div></div>	Coordinators   Informers
BID	Diploma of Business	<div><div></div><div></div><div></div></div>	Generators   Informers
English	English	<div><div></div><div></div><div></div></div>	Informers   Carers
English	English and Literature Extension (accelerated pathway)	<div><div></div><div></div><div></div></div>	Informers   Carers
English	English and Literature Extension (Year 12 only)	<div><div></div><div></div><div></div></div>	Informers   Carers
English	Essential English	<div><div></div><div></div><div></div></div>	Coordinators   Artisans
English	Literature	<div><div></div><div></div><div></div></div>	Informers   Carers
HPE	Health Education	<div><div></div><div></div><div></div></div>	Carers   Informers
HPE	Physical Education	<div><div></div><div></div><div></div></div>	Carers   Informers
HPE	Applied Sport and Recreation	<div><div></div><div></div><div></div></div>	Carers   Informers
HPE	Certificate III Fitness & Certificate II Sport and Recreation	<div><div></div><div></div><div></div></div>	Carers   Informers
HPE	Certificate III Health Services Assistance	<div><div></div><div></div><div></div></div>	Carers   Informers
HPE	Certificate III & IV Fitness	<div><div></div><div></div><div></div></div>	Carers   Informers
Humanities	Ancient History	<div><div></div><div></div><div></div></div>	Informers   Carers
Humanities	Economics	<div><div></div><div></div><div></div></div>	Technologists   Informers

Department	Subject	Top 2t <sup>st</sup> Century Skills	Top Job Clusters
Humanities	Geography	<div><div></div><div></div><div></div></div>	Technologists   Informers
Humanities	Modern History	<div><div></div><div></div><div></div></div>	Informers   Carers
Humanities	Philosophy and Reason	<div><div></div><div></div><div></div></div>	Informers   Carers
Languages	Chinese	<div><div></div><div></div><div></div></div>	Generators   Informers
Languages	French	<div><div></div><div></div><div></div></div>	Generators   Informers
Languages	German	<div><div></div><div></div><div></div></div>	Generators   Informers
Languages	Italian	<div><div></div><div></div><div></div></div>	Generators   Informers
Languages	Japanese	<div><div></div><div></div><div></div></div>	Generators   Informers
Languages	Spanish	<div><div></div><div></div><div></div></div>	Generators   Informers
Mathematics	Essential Mathematics	<div><div></div><div></div><div></div></div>	Designer   Informers
Mathematics	General Mathematics	<div><div></div><div></div><div></div></div>	Designer   Informers
Mathematics	Mathematical Methods	<div><div></div><div></div><div></div></div>	Technologists   Informers   Designers
Mathematics	Specialist Mathematics	<div><div></div><div></div><div></div></div>	Technologists   Informers   Designers
Science	Biology	<div><div></div><div></div><div></div></div>	Designers   Carers
Science	Chemistry	<div><div></div><div></div><div></div></div>	Designers   Carers
Science	Physics	<div><div></div><div></div><div></div></div>	Designers   Carers
Science	Psychology	<div><div></div><div></div><div></div></div>	Carers   Informers
Science	Applied Science in Practice	<div><div></div><div></div><div></div></div>	Designers   Carers
The Arts	Dance	<div><div></div><div></div><div></div></div>	Generators   Informers
The Arts	Drama	<div><div></div><div></div><div></div><div></div></div>	Generators   Carers   Informers
The Arts	Film, Television and New Media	<div><div></div><div></div><div></div></div>	Generators   Technologists
The Arts	Music	<div><div></div><div></div><div></div></div>	Generators   Informers
The Arts	Music Extension	<div><div></div><div></div><div></div></div>	Generators   Informers

Subjects, 21<sup>st</sup> Century Skills and Job Clusters: Sorted by 21<sup>st</sup> Century Skills

The six  
21<sup>st</sup> Century Skills

Icons based of QCAA  
21st century skills



■ Collaboration and teamwork



■ Creative thinking



■ ICT skills



■ Communication



■ Critical thinking



■ Personal and social skills

The seven Job Clusters

The Generators  
The Artisans  
The Carers  
The Informers

The Coordinators  
The Designers  
The Technologists


Department	Subject	Top 2t <sup>st</sup> Century Skills	Top Job Clusters
The Arts	Dance	■ ■ ■	Generators   Informers
HPE	Certificate III Fitness & Certificate II Sport and Recreation	■ ■ ■	Carers   Informers
HPE	Certificate III Health Services Assistance		Carers   Informers
HPE	Certificate III & IV Fitness		Carers   Informers
HPE	Applied Sport and Recreation		Carers   Informers
The Arts	Film, Television and New Media	■ ■ ■	Generators   Technologists
English	English	■ ■ ■	Informers   Carers
English	English and Literature Extension (accelerated pathway)		Informers   Carers
English	English and Literature Extension (Year 12 only)		Informers   Carers
English	Literature		Informers   Carers
English	Essential English	■ ■ ■	Coordinators   Artisans
BID	Certificate IV Crime and Justice	■ ■ ■	Coordinators   Informers
BID	Diploma of Business		Generators   Informers
Languages	Chinese	■ ■ ■	Generators   Informers
Languages	French		Generators   Informers
Languages	German		Generators   Informers
Languages	Italian		Generators   Informers
Languages	Japanese		Generators   Informers
Languages	Spanish		Generators   Informers
BID	Digital Solutions		Technologists   Designers
The Arts	Music	■ ■ ■	Generators   Informers
The Arts	Music Extension		Generators   Informers
BID	Certificate II Furniture Making Pathways	■ ■ ■	Artisans
Humanities	Philosophy and Reason	■ ■ ■	Informers   Carers

Department	Subject	Top 2t <sup>st</sup> Century Skills	Top Job Clusters
HPE	Health Education	■ ■ ■	Carers   Informers
HPE	Physical Education		Carers   Informers
HPE	Certificate III Health Services Assistance		Carers   Informers
BID	Engineering	■ ■ ■	Designers   Technologists
BID	Applied Information and Communication Technology		Designers   Technologists
Humanities	Ancient History	■ ■ ■	Informers   Carers
Humanities	Modern History		Informers   Carers
Mathematics	Essential Mathematics	■ ■ ■	Designer   Informers
Mathematics	General Mathematics		Designer   Informers
Mathematics	Mathematical Methods		Technologists   Informers   Designers
Mathematics	Specialist Mathematics		Technologists   Informers   Designers
Science	Biology		Designers   Carers
Science	Chemistry		Designers   Carers
Science	Physics		Designers   Carers
Science	Applied Science in Practice		Designers   Carers
Science	Psychology		Carers   Informers
BID	Accounting		Informers   Coordinators
Humanities	Economics	■ ■ ■	Technologists   Informers
Humanities	Geography		Technologists   Informers
The Arts	Drama	■ ■ ■ ■	Generators   Carers   Informers
BID	Business	■ ■ ■	Generators   Informers
BID	Design		Designers   Technologists
BID	Legal Studies		Informers   Coordinators
The Arts	Visual Art		Designers   Generators   Informers


Subjects, 21<sup>st</sup> Century Skills and Job Clusters: Sorted by Job Clusters

### The six 21<sup>st</sup> Century Skills

Icons based of QCAA 21st century skills



■ Collaboration and teamwork




■ Critical thinking




■ Communication



■ ICT skills



■ Creative thinking



■ Personal and social skills

### The seven Job Clusters

The Generators  
The Artisans

The Carers  
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The Coordinators  
The Designers

The Technologists

Department	Subject	Top 2t <sup>st</sup> Century Skills	Top Job Clusters
BID	Certificate II Furniture Making Pathways	<div><div></div><div></div><div></div></div>	Artisans
HPE	Health Education	<div><div></div><div></div><div></div></div>	Carers   Informers
HPE	Physical Education	<div><div></div><div></div><div></div></div>	
HPE	Applied Sport and Recreation	<div><div></div><div></div><div></div></div>	
HPE	Certificate III Fitness & Certificate II Sport and Recreation	<div><div></div><div></div><div></div></div>	
HPE	Certificate III Health Services Assistance	<div><div></div><div></div><div></div></div>	
HPE	Certificate III & IV Fitness	<div><div></div><div></div><div></div></div>	
Science	Psychology	<div><div></div><div></div><div></div></div>	
English	Essential English	<div><div></div><div></div><div></div></div>	Coordinators   Artisans
BID	Certificate IV Crime and Justice	<div><div></div><div></div><div></div></div>	Coordinators   Informers
Science	Biology	<div><div></div><div></div><div></div></div>	Designers   Carers
Science	Chemistry	<div><div></div><div></div><div></div></div>	
Science	Physics	<div><div></div><div></div><div></div></div>	
Science	Applied Science in Practice	<div><div></div><div></div><div></div></div>	
The Arts	Visual Art	<div><div></div><div></div><div></div></div>	Designers   Generators   Informers
Mathematics	Essential Mathematics	<div><div></div><div></div><div></div></div>	Designer   Informers
Mathematics	General Mathematics	<div><div></div><div></div><div></div></div>	

Department	Subject	Top 2t <sup>st</sup> Century Skills	Top Job Clusters
BID	Design	<div><div></div><div></div><div></div></div>	Designers   Technologists
BID	Engineering	<div><div></div><div></div><div></div></div>	
The Arts	Drama	<div><div></div><div></div><div></div><div></div></div>	Generators   Carers   Informers
BID	Business	<div><div></div><div></div><div></div></div>	Generators   Informers
BID	Diploma of Business	<div><div></div><div></div><div></div></div>	
Languages	Chinese	<div><div></div><div></div><div></div></div>	
Languages	French	<div><div></div><div></div><div></div></div>	
Languages	German	<div><div></div><div></div><div></div></div>	
Languages	Italian	<div><div></div><div></div><div></div></div>	
Languages	Japanese	<div><div></div><div></div><div></div></div>	
Languages	Spanish	<div><div></div><div></div><div></div></div>	
The Arts	Dance	<div><div></div><div></div><div></div></div>	
The Arts	Music	<div><div></div><div></div><div></div></div>	
The Arts	Music Extension	<div><div></div><div></div><div></div></div>	Generators   Technologists
The Arts	Film, Television and New Media	<div><div></div><div></div><div></div></div>	
English	English	<div><div></div><div></div><div></div></div>	Informers   Carers
English	English and Literature Extension (accelerated pathway)	<div><div></div><div></div><div></div></div>	
English	English and Literature Extension (Year 12 only)	<div><div></div><div></div><div></div></div>	
English	Literature	<div><div></div><div></div><div></div></div>	
Humanities	Ancient History	<div><div></div><div></div><div></div></div>	
Humanities	Modern History	<div><div></div><div></div><div></div></div>	
Humanities	Philosophy and Reason	<div><div></div><div></div><div></div></div>	Informers   Coordinators
BID	Accounting	<div><div></div><div></div><div></div></div>	
BID	Legal Studies	<div><div></div><div></div><div></div></div>	Technologists   Designers
BID	Digital Solutions	<div><div></div><div></div><div></div></div>	
BID	Applied Information and Communication Technology	<div><div></div><div></div><div></div></div>	Technologists   Informers
Humanities	Economics	<div><div></div><div></div><div></div></div>	
Humanities	Geography	<div><div></div><div></div><div></div></div>	Technologists   Informers   Designers
Mathematics	Mathematical Methods	<div><div></div><div></div><div></div></div>	
Mathematics	Specialist Mathematics	<div><div></div><div></div><div></div></div>	

# Senior course readiness criteria and prerequisites

When making choices for Year 10, we apply readiness criteria. These readiness criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their learning when making decisions about Year 10 courses. Students will have an opportunity in Semester 1 of Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites.

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

*Note: Effort & behaviour and previous results may be used to determine entry into Film, Television and New Media.*

## Year 10 Preparatory course offerings listed by faculty

	General	Applied	VET
Business, Innovation & Design	Prep Accounting Prep Business Prep Design Prep Digital Solutions Prep Engineering Prep Legal Studies		Foundation Course: Introduction to Furniture Making Pathways Foundation Course: Introduction to Business
English	Prep English Prep Literature Accelerated Literature	Prep Essential English	
Health and Physical Education	Prep Health Education Prep Physical Education	Prep Applied Sport and Recreation	Foundation Course: Introduction to Sport, Fitness and Recreation Foundation Course: Introduction to Health Services Assistance Certificate III and IV Fitness (Accelerated Course)
Humanities	Prep Ancient History Prep Economics Prep Geography Prep Modern History Prep Philosophy and Reason		
Languages	Prep Chinese Prep French Prep German Prep Italian Prep Japanese Prep Spanish		
Mathematics	Prep General Mathematics Prep Mathematical Methods Prep Specialist Mathematics	Prep Essential Mathematics	
Science	Prep Biology Prep Chemistry Prep Physics Prep Psychology	Prep Science in Practice	
The Arts	Prep Dance Prep Drama Prep Music Prep Film, Television and New Media Prep Visual Art Prep Accelerated Music		



## Senior course offerings listed by facult

Senior Course	Subject Category	Prep Readiness Criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
<b>Business, Innovation &amp; Design</b>			
Accounting	General	C in Year 9 English	C in Year 10 Prep Accounting
Business	General	C in Year 9 English	C in Year 10 Prep Business
Design	General	C in Year 9 English	C in Year 10 Prep Design
Digital Solutions	General	C in Year 9 English	C in Year 10 Prep Digital Solutions
Engineering	General	C in Year 9 English C in Year 9 Mathematics	C in Year 10 Prep Engineering C in Year 10 Prep Mathematical Methods
Legal Studies	General	C in Year 9 English	C in Year 10 Prep Legal Studies
Certificate II in Furniture Making Pathways	Additional Learning Option	Completion of Year 9 English Completion of Year 9 Mathematics	Completion of Foundation Course: Introduction to Furniture Making Pathways
Diploma of Business	Additional Learning Option	C in Year 9 English	Completion of Foundation Course: Introduction to Business Pass in Language Literacy and Numeracy test (Term 1, Year 10)
Applied Information, Communication & Technology	Additional Learning Option	Completion of Year 9 English Completion of Year 9 Mathematics	C in Year 10 Prep Digital Solutions
<b>English</b>			
English	General	C in Year 9 English	C in Year 10 Prep English
Literature	General	C in Year 9 English	C in Year 10 Prep Literature
Essential English	Applied	Completion of Year 9 English	Completion of a Year 10 English course
Accelerated Literature Accelerated Pathway	General	A in English or English Extension	Not applicable
English and Literature Extension (Year 12 only)	General	Not applicable	Completion of Year 10 and Year 11 Accelerated Pathway

Senior Course	Subject Category	Prep Readiness Criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
<b>Health and Physical Education</b>			
Health Education	General	C in Year 9 English	C in Year 10 Prep Health Education
Physical Education	General	C in Year 9 English	C in Year 10 Prep Physical Education
Applied Sport and Recreation	Additional Learning Option	C in Year 9 English	Foundation Course: Introduction to Sport, Fitness and Recreation
Certificate III in Fitness & Certificate II in Sport and Recreation	Additional Learning Option	C in Year 9 English	Foundation Course: Introduction to Sport, Fitness and Recreation
Certificate III Health Services Assistance	Additional Learning Option	Completion of Year 9 English	Foundation Course: Introduction to Health Services Assistance
Certificate III and IV Fitness	Additional Learning Option	B in Year 9 English	This is an accelerated three-year course, beginning in Year 10
<b>Humanities</b>			
Ancient History	General	C in Year 9 Humanities	C in Year 10 Prep Ancient History
Economics	General	B in Year 9 Humanities B in Year 9 English	C in Year 10 Prep Economics
Geography	General	C in Year 9 Humanities	C in Year 10 Prep Geography
Modern History	General	C in Year 9 Humanities	C in Year 10 Prep Modern History
Philosophy and Reason	General	C in Year 9 Humanities	C in Year 10 Prep Philosophy and Reason
<b>Languages</b>			
Chinese	General	C in Year 9 Chinese across both semesters of study	C in Year 10 Prep Chinese
French	General	C in Year 9 French across both semesters of study	C in Year 10 Prep French
Italian	General	C in Year 9 Italian across both semesters of study	C in Year 10 Prep Italian
Japanese	General	C in Year 9 Japanese across both semesters of study	C in Year 10 Prep Japanese
German	General	C in Year 9 German across both semesters of study	C in Year 10 Prep German
Spanish	General	C in Year 9 Spanish across both semesters of study	C in Year 10 Prep Spanish

Senior Course	Subject Category	Prep Readiness Criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
<b>Mathematics</b>			
General Mathematics	General	C in Year 9 Mathematics	C in Year 10 Prep General Mathematics
Mathematical Methods	General	B in Year 9 Mathematics or B in Year 9 Mathematics Extension	C in Year 10 Prep Mathematical Methods
Specialist Mathematics	General	A in Year 9 Mathematics or A in Year 9 Mathematics Extension and selection of Mathematical Methods	C in Year 10 Prep Specialist Mathematics
Essential Mathematics	Applied	Completion of Year 9 Mathematics	Completion of a Year 10 Mathematics course
<b>Science</b>			
Biology	General	C in Year 9 Science C in Year 9 English	C in Year 10 Prep Biology C in Year 10 Prep English
Chemistry	General	Selection of Mathematical Methods B In Year 9 Mathematics (core or extension) C in Year 9 English B in Year 9 Science	C in Year 10 Prep Mathematical Methods C in Year 10 Prep English C in Year 10 Prep Chemistry
Physics	General	Selection of Mathematical Methods B In Year 9 Mathematics (core or extension) C in Year 9 English B in Year 9 Science	C in Year 10 Prep Mathematical Methods C in Year 10 Prep English C in Year 10 Prep Physics
Psychology	General	B in Year 9 Science C in Year 9 English	C in Year 10 Prep Psychology C in Year 10 Prep English
Applied Science in Practice	Applied	Completion of Year 9 Science	Completion of Year 10 Science course
<b>The Arts</b>			
Dance	General	C in Year 9 English	C in Year 10 Prep Dance
Drama	General	C in Year 9 English	C in Year 10 Prep Drama
Music	General	C in Year 9 English	C in Year 10 Prep Music
Accelerated Music Accelerated Pathway	General	B in Year 9 Accelerated Music A in Year 9 Music	B in Year 11 Music
Film, Television and New Media	General	C in Year 9 English	C in Year 10 Prep Film, Television and New Media
Visual Art	General	C in Year 9 English	C in Year 10 Prep Visual Art

#### Year 10 – 12 students:

- MUST follow the application process if selecting Accelerated Music
- MUST study either English, Literature OR Essential English; students can do both English and Literature if desired
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study six subjects in both Year 11 and Year 12
- CHOOSE any combination of six subjects (including English and Mathematics choices). Four additional electives should also be listed in order of preference
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- STUDENTS wanting to study Physics or Chemistry must also study Mathematical Methods

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

## Example Senior Programs

Example Student A	Year 10	Year 11	Year 12
After finishing school, this student wishes to study History at university. She knows she will need to get an ATAR to gain entry into her preferred university course. She chooses the subjects in which she excels to help her to achieve these results.	Prep Literature	Literature	Literature
	Prep General Mathematics	General Mathematics	General Mathematics
	Prep Biology	Biology	Biology
	Prep Modern History	Modern History	Modern History
	Prep French	French	French
	Prep Philosophy and Reason	Philosophy and Reason	Philosophy and Reason

Example Student B	Year 10	Year 11	Year 12
This student is not 100% sure what he wants to do when he finishes school, but he would like to work in the field of design, perhaps building design or architecture. He would be open to either university or TAFE as a pathway.	Prep English	English	English
	Prep Mathematical Methods	Mathematical Methods	Mathematical Methods
	Prep Physics	Physics	Physics
	Prep Design	Design	Design
	Prep Engineering	Engineering	Engineering
	Prep Film, Television and New Media	Film, Television and New Media	Film, Television and New Media

Example Student C	Year 10	Year 11	Year 12
This student wishes to move into the health industry when she finishes school. She is considering nutrition, dietetics and nursing. She might like to own her own business one day. She knows that she will need an ATAR to gain direct entry to university in the health sciences. At the end of Year 10, Semester 1, she articulated a career pathway and moved from Prep Legal Studies to the Allied Health Program.	Prep English	English	English
	Prep Mathematical Methods	Mathematical Methods	Mathematical Methods
	Prep Biology	Biology	Biology
	Prep Legal Studies	Certificate III Health Services Assistance	Certificate III Health Services Assistance
	Prep Psychology	Psychology	Psychology
	Prep Health	Health	Health

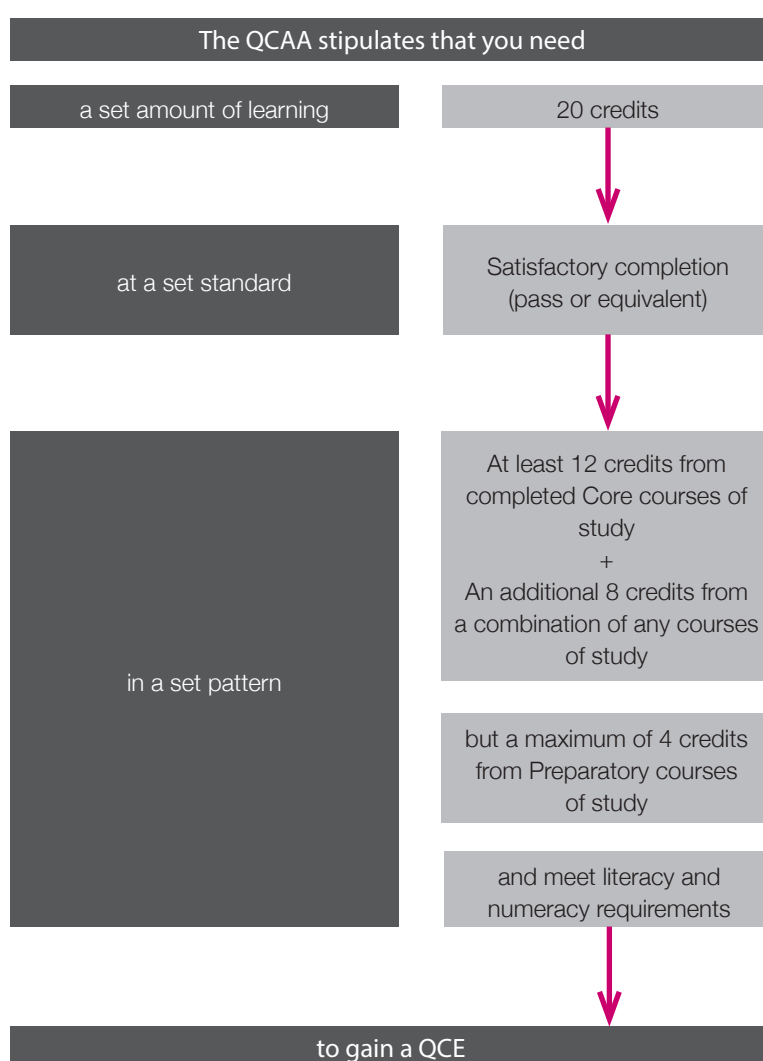


# Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

## QCE eligibility

Brisbane State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA). The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements, including the Senior Statement, you can visit <https://www.qcaa.qld.edu.au/senior/senior-qce>.

The following requirements must be met for a student to be eligible for a QCE.

<b>Set amount</b> 20 credits from contributing courses of study, including: <ul style="list-style-type: none"> <li>• QCAA-developed subjects or courses</li> <li>• vocational education and training (VET) qualifications</li> <li>• non-Queensland studies</li> <li>• recognised studies.</li> </ul>	<b>Set pattern</b> 12 credits from completed Core courses of study and 8 credits from any combination of: <ul style="list-style-type: none"> <li>• Core</li> <li>• Preparatory (maximum of 4)</li> <li>• Complementary (maximum of 8).</li> </ul>
<b>Set standard</b> Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	<b>Literacy &amp; numeracy</b> Students must meet literacy and numeracy requirements through one of the available learning options.

To meet the literacy and numeracy requirement for the QCE, a student must satisfactorily complete at least one unit of both English and Mathematics.

<b>Literacy</b> <ul style="list-style-type: none"> <li>• English</li> <li>• Literature</li> <li>• Essential English</li> </ul>	<b>Numeracy</b> <ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> <li>• Essential Mathematics</li> </ul>
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Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
<b>Core: At least 12 credits must come from completed Core courses of study</b>	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
<b>Preparatory: A maximum of 4 credits can come from Preparatory courses of study</b>	
QCAA Short Courses	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
<b>Complementary: A maximum of 8 credits can come from Complementary courses of study</b>	
QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Career Education</li> </ul>	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

# Australian Tertiary Admission Rank (ATAR)

## What is an ATAR?

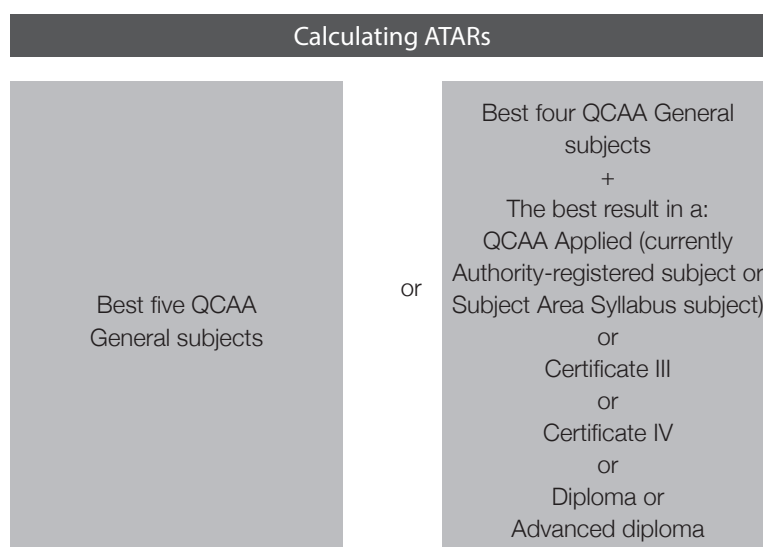
- The ATAR is a fine grained rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

## Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General subject results, or
- a student's best results in a combination of four General subject results, plus one applied learning subject result or VET.



## ATAR eligibility

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 C or above in one of four school offered English subjects — English, Essential English, Literature or English and Literature Extension.

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. University prerequisite studies should be considered when choosing an English subject.

Only one result for the same subject taken as a General subject and via Senior External Examination can be included in the ATAR. For example, it is not possible to include both the General subject Chinese and the Senior External Examination subject Chinese in your ATAR.

For more information about the ATAR, visit the [QTAC website: https://www.qtac.edu.au](https://www.qtac.edu.au)

# Business, Innovation & Design

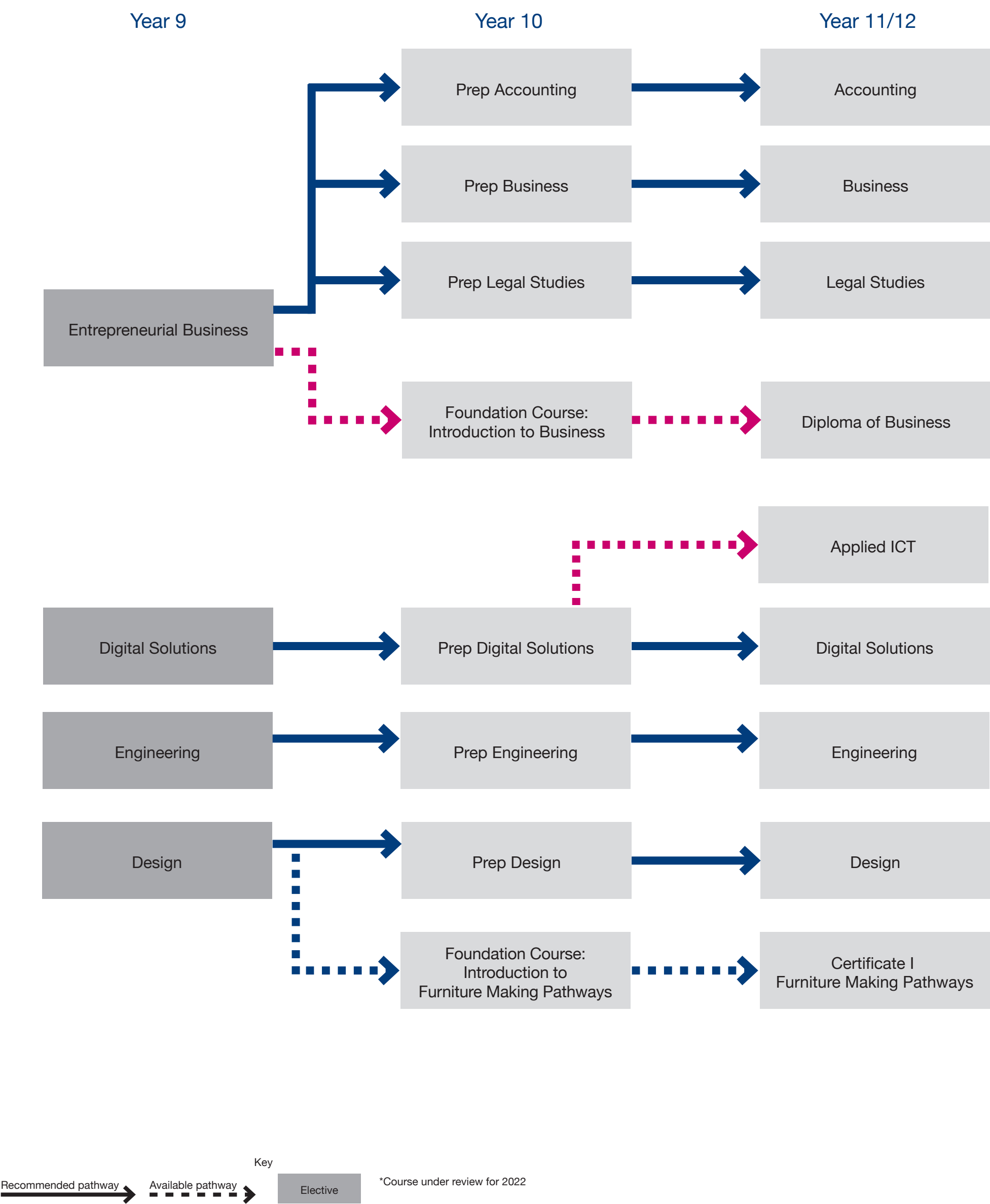
21	Subject map
22	Accounting
24	Business
26	Design
28	Digital Solutions
30	Engineering
32	Legal Studies
34	Information and Communication Technology
36	Certificate I Furniture Making Pathways
38	Diploma of Business





# Learning area: Business, Innovation and Design

Please note that due to the change in the Senior curriculum, Junior course names are subject to change.



# Accounting

## What is this course about?

This course encompasses management of financial resources of the public sector, businesses and individuals, encompassing the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

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

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Comprehending
- Synthesising
- Analysing
- Evaluating
- Communicating

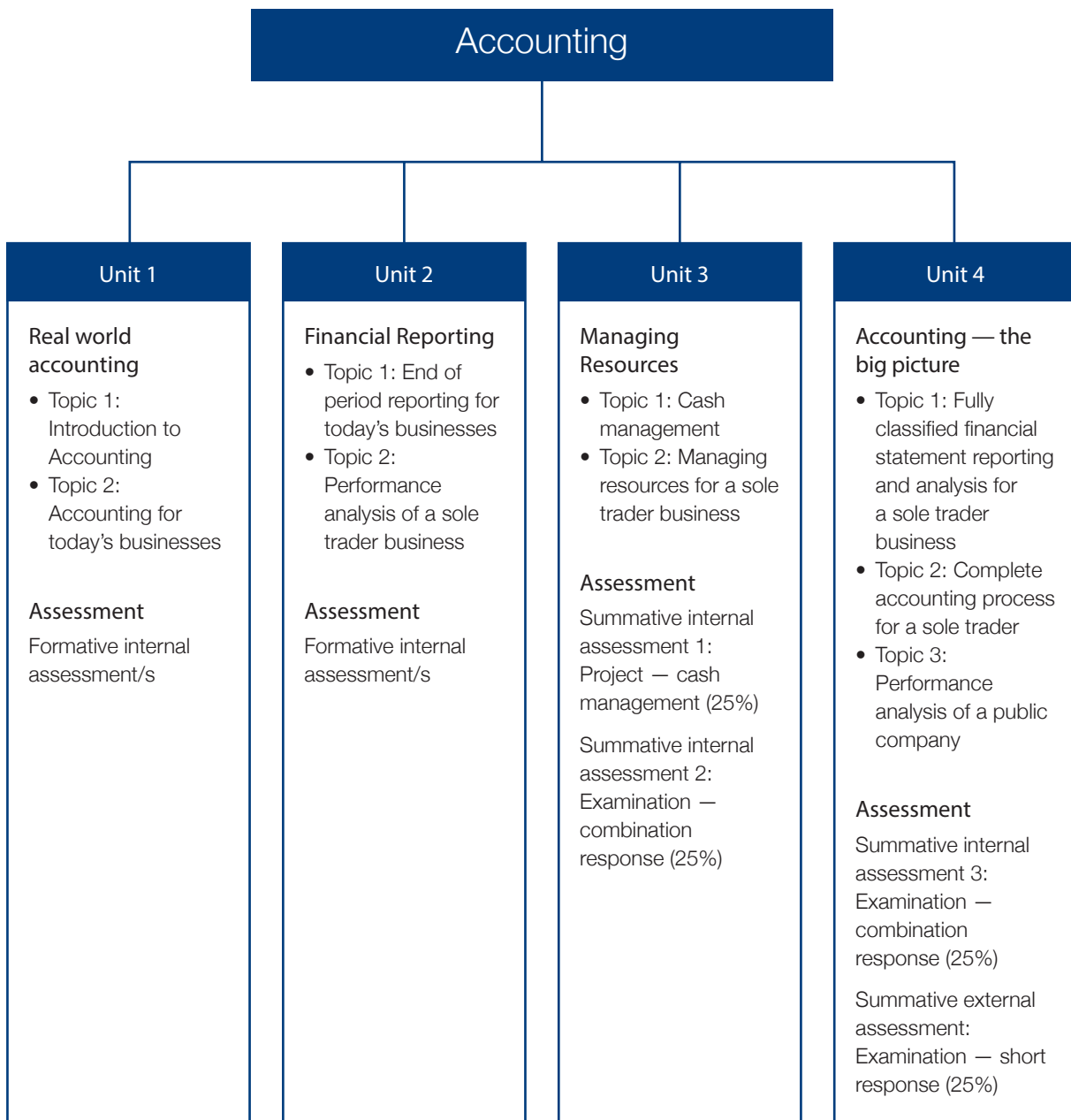
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students will need to achieve a C result in Year 9 English. Students should also have an understanding of Mathematical concepts.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Accounting for a service business — cash accounts receivable, accounts payable and no GST</li> <li>• Financial reporting</li> <li>• Accounting for a trading business</li> <li>• Managing resources</li> <li>• Accounting processes</li> <li>• Performance analysis of business</li> <li>• Cash budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Describing, explaining and applying accounting concepts, processes and principles</li> <li>• Synthesising and solving accounting problems</li> <li>• Analysing and interpreting financial data and information to question, pose problems and draw conclusions</li> <li>• Evaluating accounting practices to make decisions and propose recommendations</li> <li>• Creating responses that communicate with clarity and precision</li> </ul>

Year 10 Units	Year 10 Assessment
Accounting for Service Businesses	Examination – Combination Response
Accounting for Trading Businesses	Examination – Combination Response
Financial Reports	Examination – Combination Response
Cash Management	Project

What are the units I will study in Year 11 and 12?



### What is this course about?

The study of Business is relevant to all individuals in a rapidly changing, technology focused and innovation driven world. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Business students engage critically with the changing world and gain a competitive edge as socially responsible global citizens.

Students investigate the business life-cycle from the seed stage to post-maturity stage and develop skills in examining business data and information whilst engaging in local domestic and international real-world business case studies. Students learn business concepts, theories, and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Describing
- Explaining
- Analysing
- Evaluating
- Communicating

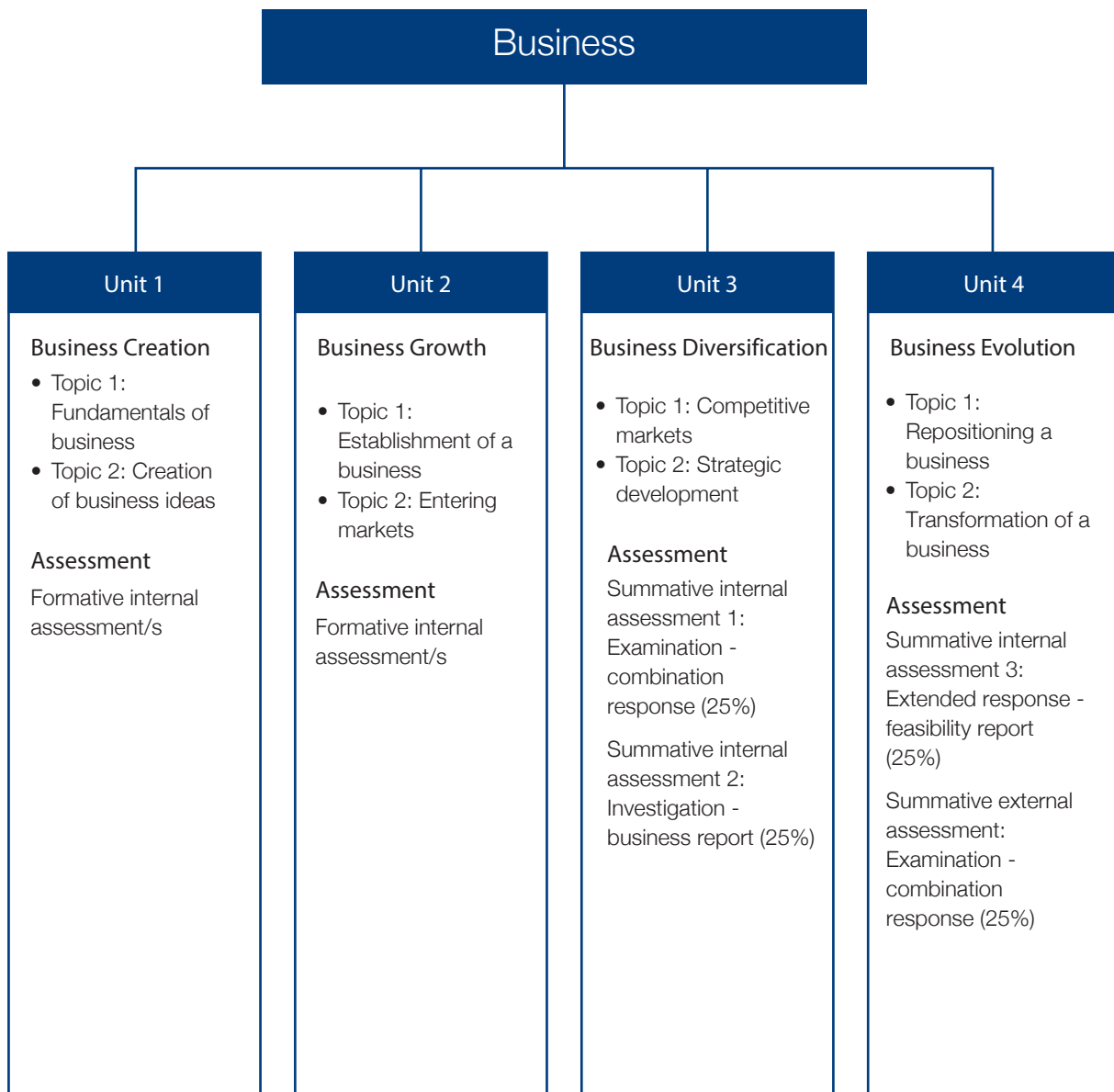
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students will need to achieve a C result in Year 9 English. Students should also have an understanding of Mathematical concepts.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> <li>• Establishment of a business</li> <li>• Entering markets</li> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating business practices and strategies to make justified decisions and propose recommendations</li> <li>• Creating responses that communicate with clarity and precision</li> <li>• Using questioning and problem-solving to break down complex aspects into component parts to analyse data and information to determine relationships, trends and implications</li> <li>• Creating, imagining and innovating about business context and situations, to imagine possibilities, consider alternatives and generate solutions</li> <li>• Thinking and communicating with clarity and precision to demonstrate how meaning has been formed</li> </ul>

Year 10 Units	Year 10 Assessment
Business Basics	Examination — Combination response
Business Functions	Investigation — Business report
Business Functions in Action	Extended response — Feasibility report
Fundamentals of Business	Examination — Combination response

What are the units I will study in Year 11 and 12?



# Design

## What is this course about?

The Design subject focuses on the application of design thinking, drawing skills and prototyping and visual representation skills required to develop creative ideas in response to stakeholders' needs, wants and opportunities.

This approach enables students to learn about design through exploring needs and developing ideas and design concepts of products, services and environments using ideation, evaluating, refining and proposing ideas and design concepts. Students communicate design proposals to suit different audiences. In responding to design problems, they will learn how to challenge their own thinking and research new knowledge to help solve design problems.

In Design, students engage in a design process and design thinking. The integration of 21<sup>st</sup> century skills, creative and critical thinking, collaboration and teamwork, and effective communication skills allow Design students to be well prepared in the multi-disciplinary design classroom and beyond it.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Exploring
- Developing
- Evaluating and proposing
- Representing and communicating

## What will help me be successful in this course? (Readiness for Year 10)

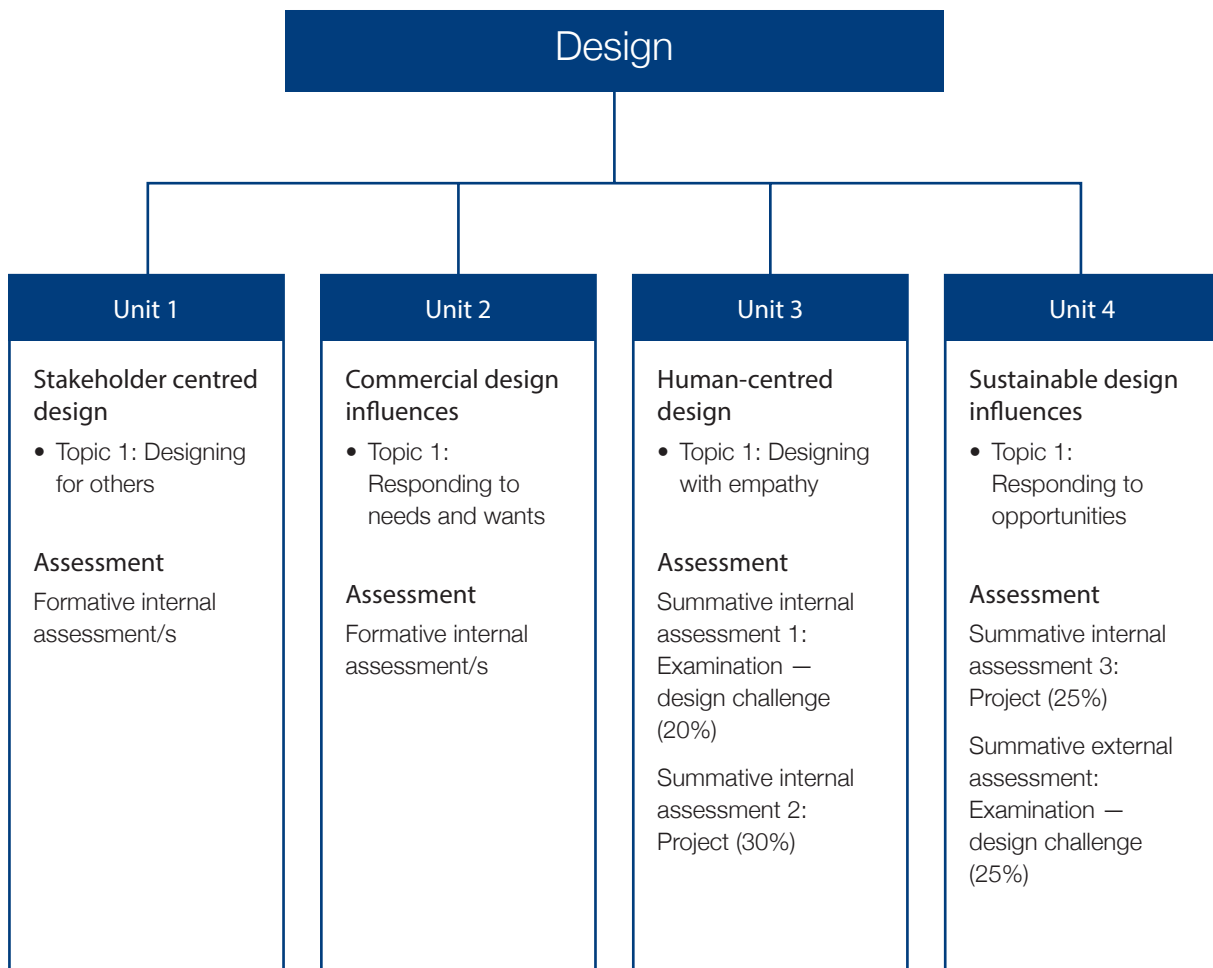
To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a C result in Year 9 English.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• The design thinking and framework process</li> <li>• Design styles</li> <li>• Economic, social and cultural influences on the design process</li> <li>• Collaborative design processes</li> <li>• Designing with empathy</li> <li>• Sustainable design opportunities</li> <li>• Redesign processes</li> </ul>	<ul style="list-style-type: none"> <li>• Representing design information using drawing and prototyping</li> <li>• Investigating needs, wants or opportunities to define problems</li> <li>• Thinking and communicating with clarity and precision to respond to design problems</li> <li>• Questioning and problem-posing to propose design concepts</li> <li>• Evaluating ideas and design concepts to make refinements</li> </ul>

Year 10 Units	Year 10 Assessment
Retreat	Project – Folio
Orientation	Project – Folio
Food Truck	Project – Folio
Extra-Curricular Design Challenge	Examination



What are the units I will study in Year 11 and 12?



# Digital Solutions

## What is this course about?

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Comprehending
- Analysing
- Determining and synthesising
- Generating
- Evaluating
- Communicating

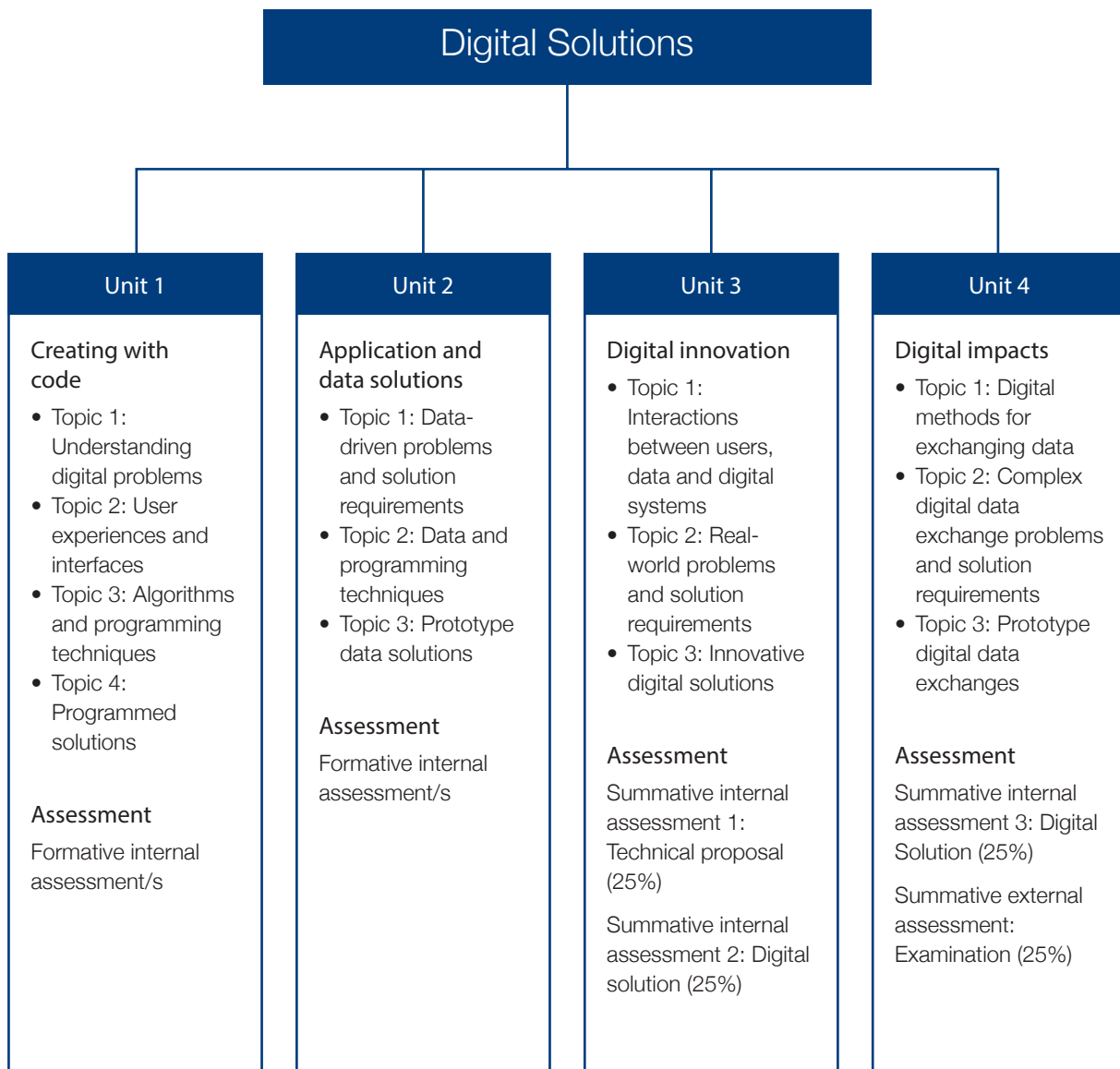
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

- Students will need to achieve a C result in Year 9 English
- Prior study in junior Digital Technologies is not a pre-requisite but advantageous.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Creating with code</li> <li>• Application and data solutions</li> <li>• Digital innovation</li> <li>• Digital impacts</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and explaining data, interactions between users, data and code and data driven solutions</li> <li>• Synthesising information and ideas to generate components and digital solutions</li> <li>• Evaluating and refining ideas, components and digital solutions against criteria to make recommendations</li> <li>• Thinking and communicating with clarity and precision to determine solutions requirements</li> <li>• Questioning and problem-posing to analyse both simple and complex digital data exchange problems</li> </ul>

Year 10 Units	Year 10 Assessment
Database Management Systems and SQL	Assignment - Project
Cybersecurity	Assignment — Folio
App development	Assignment — Technical proposal
Swift	Examination



# Engineering

## What is this course about?

The Engineering problem-solving process involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions.

In this course, students will learn to recognise and describe engineering problems, determine solution success-criteria, develop and communicate ideas and predict, generate and evaluate prototype-solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The Engineering problem-based learning framework encourages students to become self-directed learners and develop beneficial collaboration, management and information and communication technology skills.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Engineering knowledge and problem-solving
- Symbolising and communicating
- Determining and generating
- Synthesising and evaluating

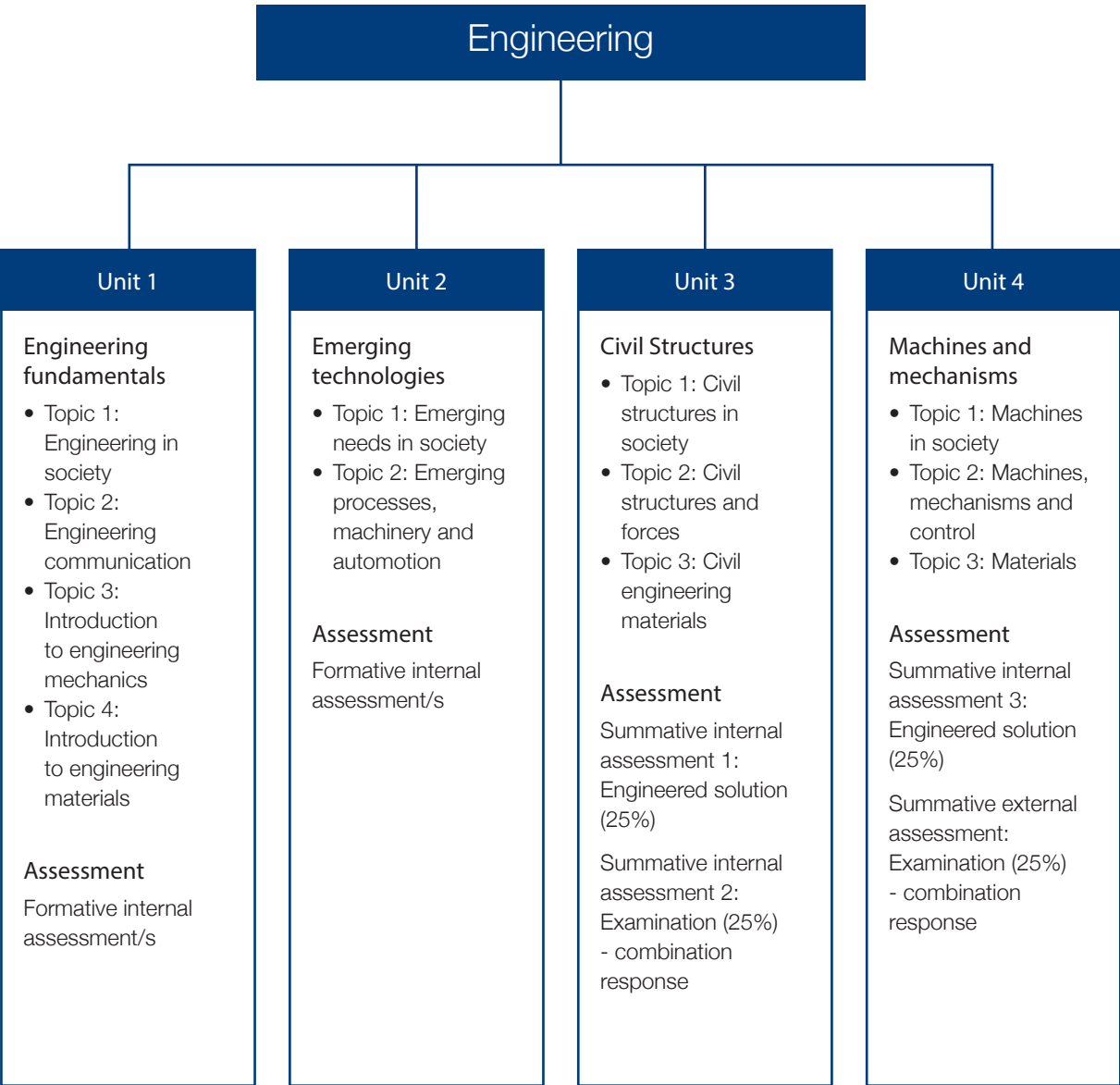
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a C result in Year 9 Mathematics and a C result in Year 9 English.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• The Engineering problem-solving process</li> <li>• Engineering communication</li> <li>• Engineering mechanics and materials</li> <li>• Emerging needs, processes, machinery and automation</li> <li>• Civil structures and forces</li> <li>• Machines and mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Determining solution success-criteria</li> <li>• Generating prototype-solutions that assess the accuracy of predictions</li> <li>• Evaluating and refining ideas and solutions to make justified recommendations</li> <li>• Thinking and communicating with clarity and precision to predict possible solutions</li> <li>• Questioning and problem-posing to analyse and examine design problems and information</li> </ul>

Year 10 Units	Year 10 Assessment
Engineering Principles	Examination
Materials	Project - Folio
Power & Control	Examination
Emerging Technologies	Project - Folio

What are the units I will study in Year 11 and 12?



# Legal Studies

## What is this course about?

Legal Studies focuses on the interaction between society and the discipline of law. 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.

The course develops an understanding of legal processes and concepts enabling students to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. Legal Studies explores the role and development of law in response to current issues.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Comprehending
- Selecting
- Analysing
- Evaluating
- Creating a response

## What will help me be successful in this course? (Readiness for Year 10)

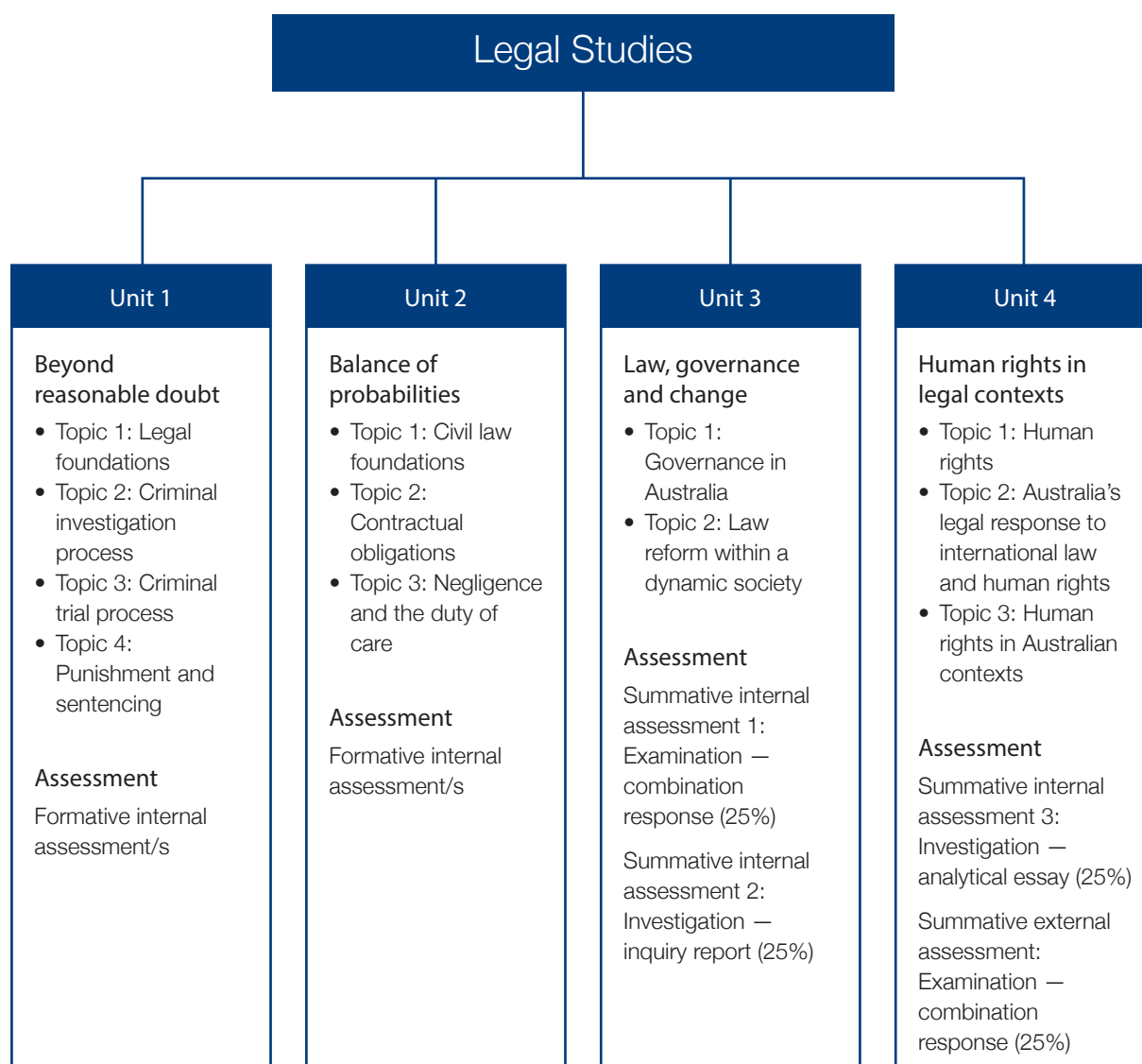
To get the most out of this course, it is recommended that students have achieved the following: Students will need to achieve a C result in Year 9 English.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<b>Human Rights:</b> <ul style="list-style-type: none"> <li>• Historical sources of law</li> <li>• Introduction to human rights</li> <li>• Universal Declaration of Human Rights</li> <li>• Current human rights legal issues</li> <li>• Youth justice</li> </ul> <b>Essential Skills in Legal Studies:</b> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Accessing and citing legislation and cases</li> <li>• Systems of law</li> <li>• The jury system in Queensland</li> </ul> <b>Commit the Crime... Do the Time:</b> <ul style="list-style-type: none"> <li>• Causes of crime</li> <li>• Theories of punishment and sentencing</li> <li>• Mandatory sentencing in Queensland</li> </ul> <b>The Legal System:</b> <ul style="list-style-type: none"> <li>• Customary law</li> <li>• The Australian Constitution</li> <li>• The separation of powers</li> <li>• Court hierarchy</li> <li>• The Murri Court</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning and problem-posing to analyse and evaluate legal issues and situations</li> <li>• Encouraging curiosity and posing questions about legal issues, the consequent impacts on individuals, groups and society and considering solutions</li> <li>• Breaking down complex aspects into component parts to construct understanding, then using this understanding to make and verify findings and to critically reflect, evaluate and justify decisions</li> <li>• Thinking and communicating with clarity and precision to demonstrate how meaning has been formed</li> <li>• Applying past knowledge to new situations and making meaningful connections</li> </ul>



Year 10 Units	Year 10 Assessment
Human Rights	Examination – Combination response
Essential Skills in Legal Studies	Investigation – Inquiry report
Commit the Crime...Do the Time	Investigation – Analytical essay
The Legal System	Examination – Combination response

What are the units I will study in Year 11 and 12?



# Information & Communication Technology

## What is this course about?

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

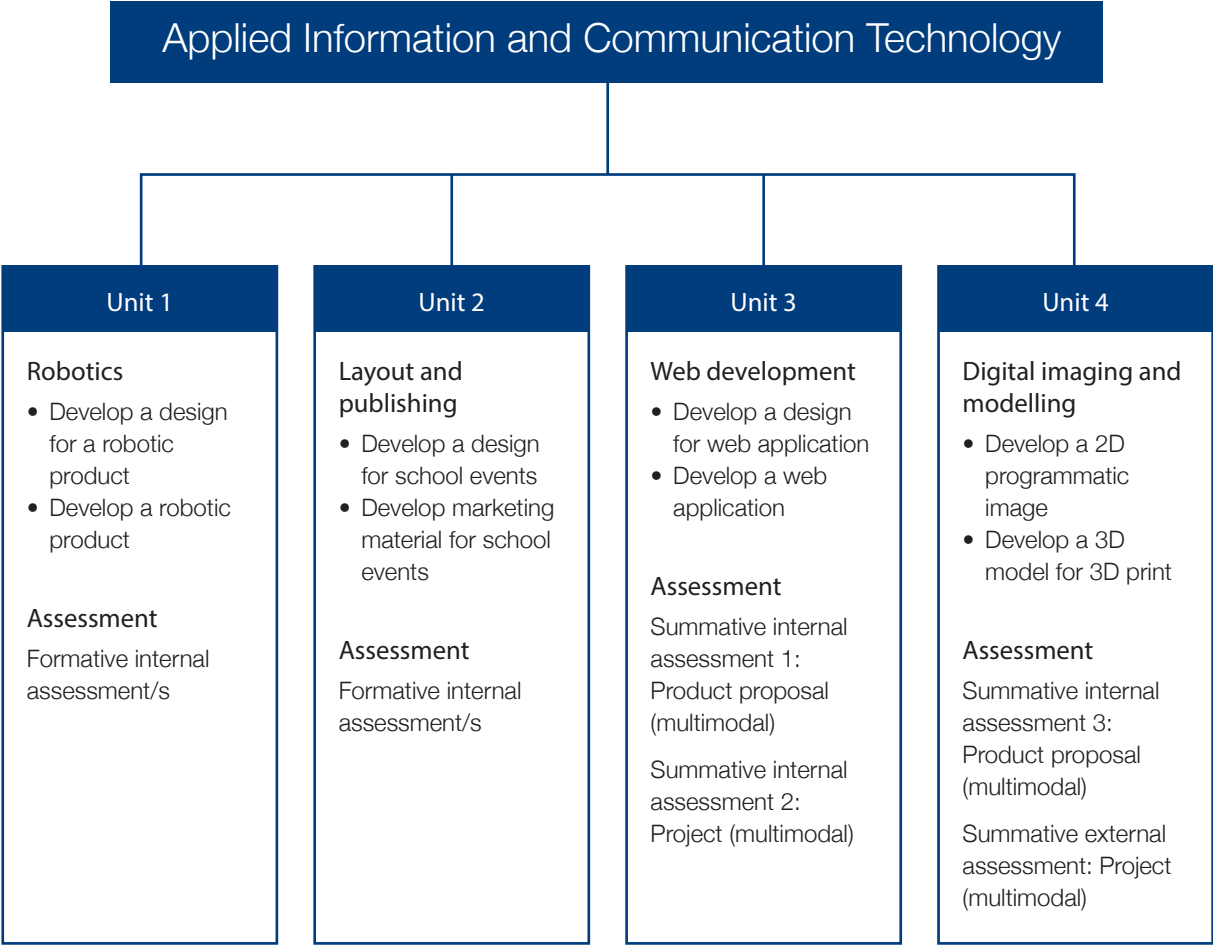
- Demonstrating
- Interpreting
- Selecting
- Sequencing
- Evaluating
- Adapting

## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

- Students will need to achieve a C result in Year 10 English
- Prior study in Year 10 Digital Solutions is not a pre-requisite but advantageous

What are the units I will study in Year 11 and 12?



Additional Learning Option leading to

# Certificate II in Furniture Making Pathways

RTO: TAFE Queensland (0275) | Course code: MSF20522

## What is this course about?

TAFE Queensland (RTO Code 0275) and Brisbane State High School have entered into a Third Party Agreement to partner delivery of this course to students. Under this partnership, TAFE Queensland is the Registered Training Organisation (RTO) and Brisbane State High School will conduct all training and assessment on behalf of TAFE Queensland. TAFE Queensland is responsible for monitoring the quality of the training and assessment services and will issue the TAFE Queensland certificate to students on completion.

MSF20522 Certificate II in Furniture Making Pathways is a nationally recognised qualification designed to give students an introduction to the furnishing industry. Students will gain skills and knowledge in the area of cabinet making, wood machining and furniture finishing. The course will run over 4 semesters in Year 11 and 12.

### Career outcomes include:

- Furniture making trade assistant / worker
- Cabinet maker
- Furniture finisher
- Wood machinist
- Furniture designer
- Fine furniture maker

### Qualification rules:

A total of 12 units must be completed:

- 5 core units of competency
- 7 elective units of competency

## How will I be assessed?

### Learning experiences

- Classroom and workshop
- Mode of delivery – a blend of theory and practical activities using classroom resources in conjunction with online TAFE Queensland Connect learning management system where it is available.
- Students must use personal protective equipment (PPE) for practical activities. The school will advise students of any compulsory PPE that will need to be provided by the student.

### Assessment

To get the most out of this course, it is recommended that students have achieved the following: Students must

- Observation and oral questioning; and
- Work samples / projects; and
- Written assessment; and/or
- Online assessment via the TAFE Queensland Connect learning management system.

## What will help me be successful in this course? (Readiness for Year 10)

### Entry requirements and pre-requisites

Entry-level course. There are no entry requirements for this qualification. Pre-requisite units are not required.

### Fees

This course is funded by the Queensland Government through the VET investment budget under the Vocational Education and Training in Schools (VETiS) program. Training is provided fee-free to eligible school students enrolled in Years 10, 11 or 12. Eligible students are entitled to one VETiS funded program on the Priority Skills List. Ask your school to confirm eligibility for VETiS funding.

### Student support

The school's student assistance program will ensure students receive appropriate levels of support during the course. Contact the school's Head of Senior Schooling or VET Coordinator for information about support services including language, literacy and numeracy, assistive technology, additional tutorials and assistance in using technology for online delivery components. Students will be provided with access to further information via TAFE Queensland's website, TAFE Queensland's Connect (Online) site or via the school prior to enrolment.

### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

Preparatory — Year 10 Foundation Course	Employability skills
<ul style="list-style-type: none"> <li>• Industry practices and production processes</li> <li>• Workplace health and safety</li> <li>• How to manipulate tools and materials</li> <li>• Personal and interpersonal skills</li> <li>• Product quality</li> <li>• Specifications and technical drawings</li> <li>• Identify and use tools, machines and materials</li> <li>• Understand industry practices</li> <li>• Safe practical production processes with hand/power tools and machinery</li> <li>• Communicate using oral, written and graphical modes</li> <li>• Organise, calculate and plan material and production processes and evaluate projects</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> <li>• Problem-solving</li> <li>• Initiative and enterprise</li> <li>• Planning and organising</li> <li>• Self-management</li> <li>• Manufacturing technology</li> </ul>

What are the units in Year 11 and 12?

CORE AND ELECTIVE UNITS			
Semester 1 Year 11	MSMPCI103	Demonstrate care and apply safe practices at work	Core
	MSFFP2011	Use timber furnishing construction techniques	Elective A
	MSMSUP106	Work in a team	Elective B
Semester 2 Year 11	MSFFM2013	Use furniture making hand and power tools	Elective A
	MSFGN2001	Make measurements and calculations	Core
	MSFFP2017	Develop a career plan for the furnishing industry	Core
Semester 1 Year 12	MSFGN2004	Produce simple scale drawings by hand	Elective A
	MSFFM2019	Assemble furnishing products	Elective A
	MSFFP2012	Join furnishing materials	Elective A
	MSMENV272	Participate in environmentally sustainable work practices	Core
Semester 2 Year 12	MSFFP2014	Use basic finishing techniques on timber surfaces	Elective A
	MSFFP2020	Undertake a basic furniture making project	Core

Foundation Course: Introduction to Business  
Additional Learning Option leading to

## Diploma of Business

### What is this course about?

The Year 10 Foundation Diploma of Business course is designed to prepare students for entry into the Year 11 and Year 12 Diploma of Business course.

This qualification is suited to the needs of individuals with little or no vocational experience, but who possess sound theoretical business skills and knowledge. The Diploma of Business will create further educational and employment opportunities in business.

The Diploma of Business contributes toward QCE and ATAR. The course may lead to university credits or prepare students to start working in Business Administration, Accounting, Marketing, Retail, Banking, Finance or Human Resource positions.

The Diploma of Business is provided by Prestige Service Training (RTO) as a timetabled subject at Brisbane State High School.

### How will I be assessed?

Evidence of student's work is regularly submitted to show their ability to satisfactorily complete the assigned tasks. This process of collecting and providing continuous feedback allows students to improve the quality of their work and show competency. Evidence is gathered through the following: written projects, classroom activities, group work, reflections, observation of skills, and oral and written questions.

### What will help me be successful in this course? (Readiness for Year 10)

Students should achieve a C result in Year 9 English.

\*Course fees: \$2,750 for the two-year Diploma course. Half of the amount is to be paid by the end of Year 11, with the remaining balance to be paid prior to graduating in Year 12. Payment plans are available with Prestige Service Training.

What is the subject matter and what skills will I learn at a preparatory level in Year 10?		
Preparatory — Year 10 Foundation Diploma of Business		Employability skills
Microsoft Skills – Word, Excel and PowerPoint Leadership and Communication Human Resource Management – Employment Lifecycle Stages Financial Management Business Management Project Management		<ul style="list-style-type: none"><li>• Leadership skills</li><li>• Communication</li><li>• Teamwork</li><li>• Initiative and enterprise</li><li>• Planning and organising</li><li>• Self-management</li><li>• Using technology</li></ul>
Year 11 and 12 Diploma of Business BSB50120 (RTO 31981)		
BSBCRT511	Develop critical thinking in others	
BSBFIN501	Manage budgets and financial plans	
BSBOPS501	Manage business resources	
BSBSUS511	Develop workplace policies and procedures for sustainability	
BSBXCM501	Lead communication in the workplace	
BSBTWK503	Manage meetings	
BSBOPS504	Manage business risk	
BSBPMG430	Undertake project work	
BSBPEF501	Manage personal and professional development	
BSBSTR502	Facilitate continuous improvement	
BSBMKG541	Identify and evaluate marketing opportunities	
BSBCMM411	Make presentations	

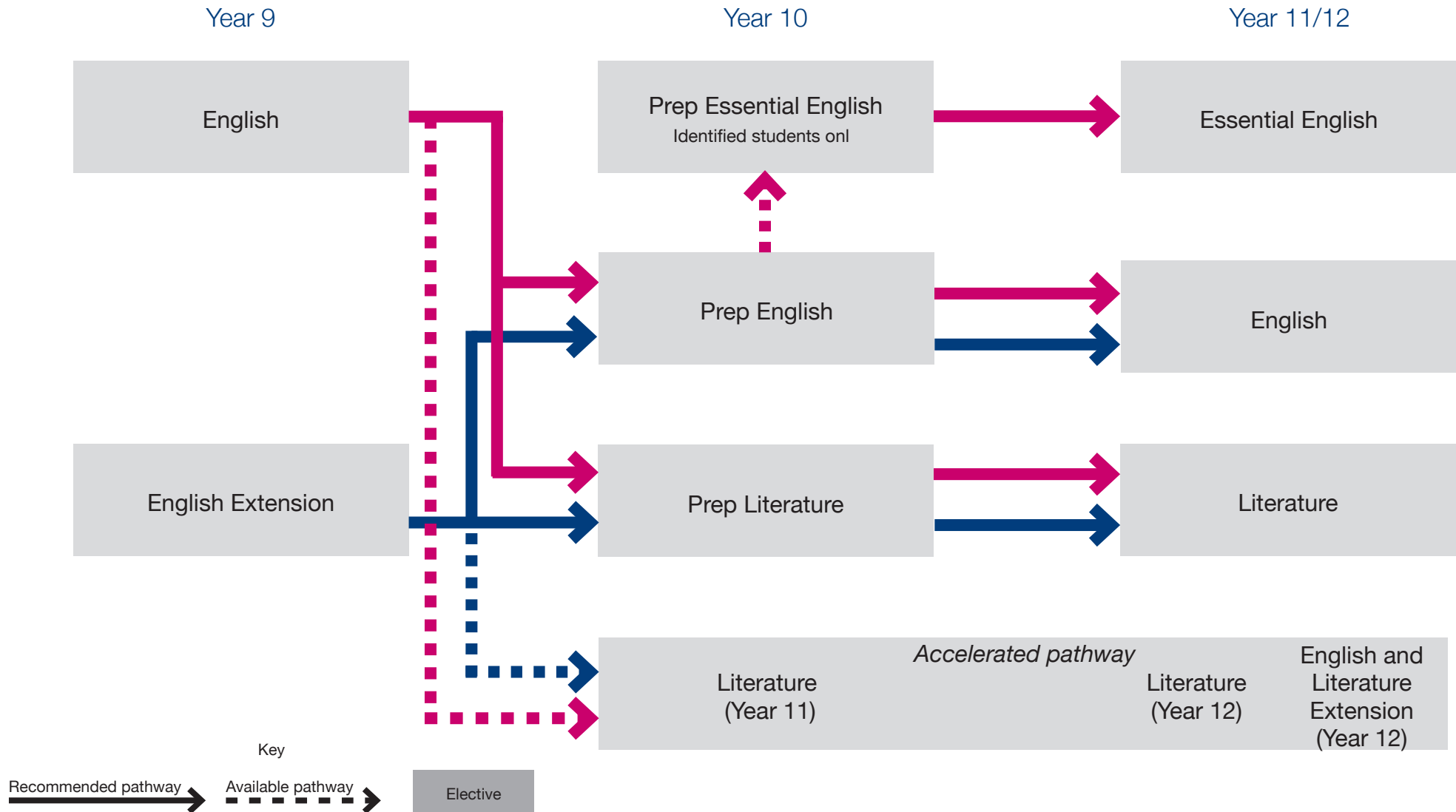


# English

- 40 Subject map
- 41 English
- 43 Literature
- 45 Essential English
- 47 English and Literature Extension  
(Year 12 only)



# Learning area: English



### What is this course about?

The English course offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. 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.

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.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowledge application
- Organisation and development
- Textual features

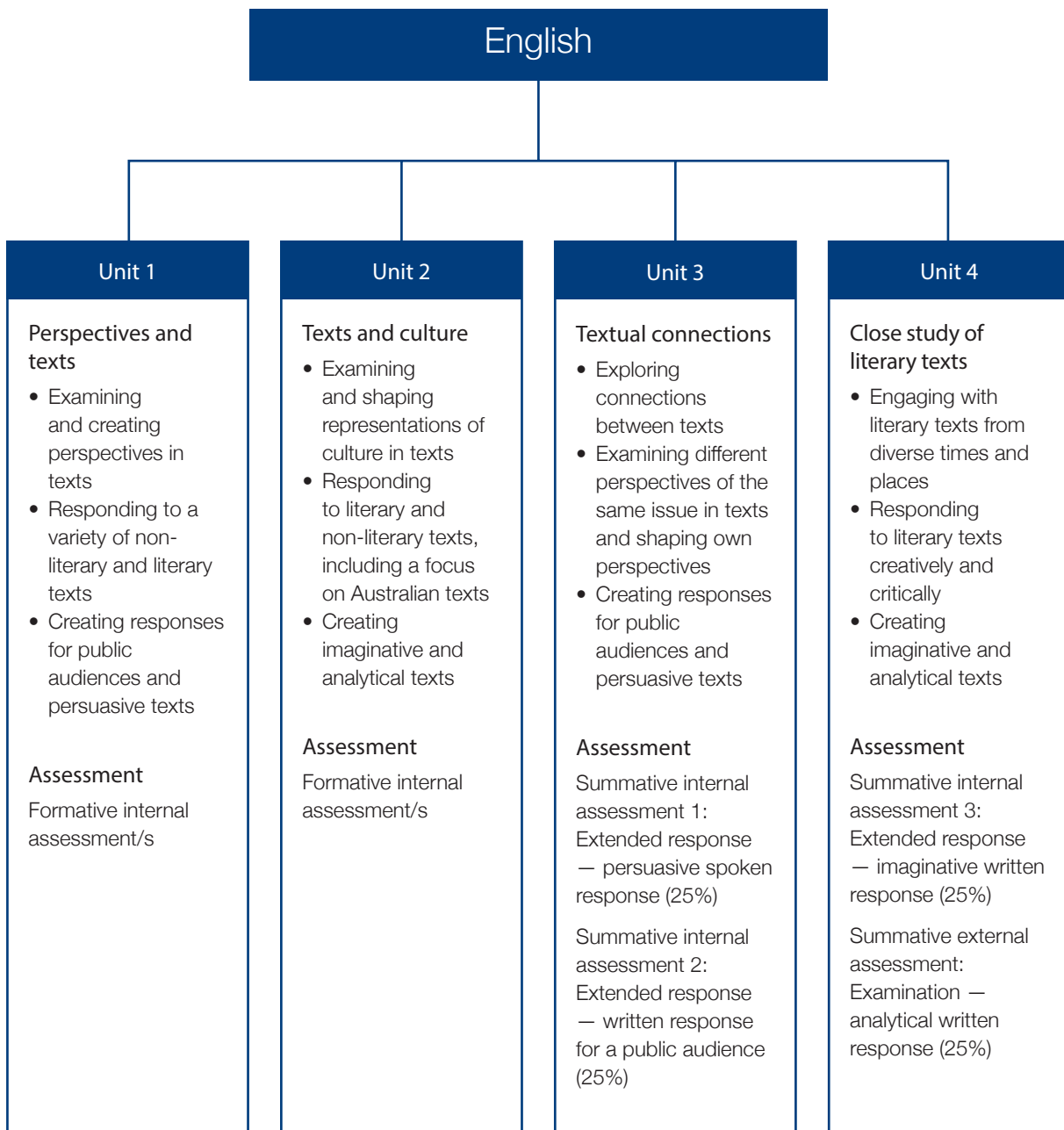
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 English course to be prepared for this senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• A range of literary and non-literary texts including multi-modal</li> <li>• Communication processes — language modes</li> <li>• The English Language — using language and understanding the language system including grammar, language structure and how meaning is created at the word, sentence and text levels</li> <li>• Literacy — the technical skills of language</li> <li>• Language features, visual features and text structures — how authors use these features to create meaning</li> <li>• Appreciation of literature — empathy and different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, speaking, reading, viewing and writing across a range of texts and modes</li> <li>• Inquiring into the aesthetic aspects of texts and developing an informed appreciation of literature</li> <li>• Thinking and communicating with clarity and precision — striving for accuracy in communication</li> <li>• Questioning and problem-posing to explore own and others' thinking</li> <li>• Thinking about your own thinking and being aware of one's own feelings, thoughts and strategies</li> </ul>

Year 10 Units	Year 10 Assessment
Conflict of Interest	Creative written (examination)
Powerful Perspectives	Extended response (persuasive spoken)
The Outsiders	Extended response (written)
Star-Crossed Lovers ( <i>Romeo and Juliet</i> )	Examination

What are the units I will study in Year 11 and 12?



# Literature

## What is this course about?

The subject 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.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowledge application
- Organisation and development
- Textual features

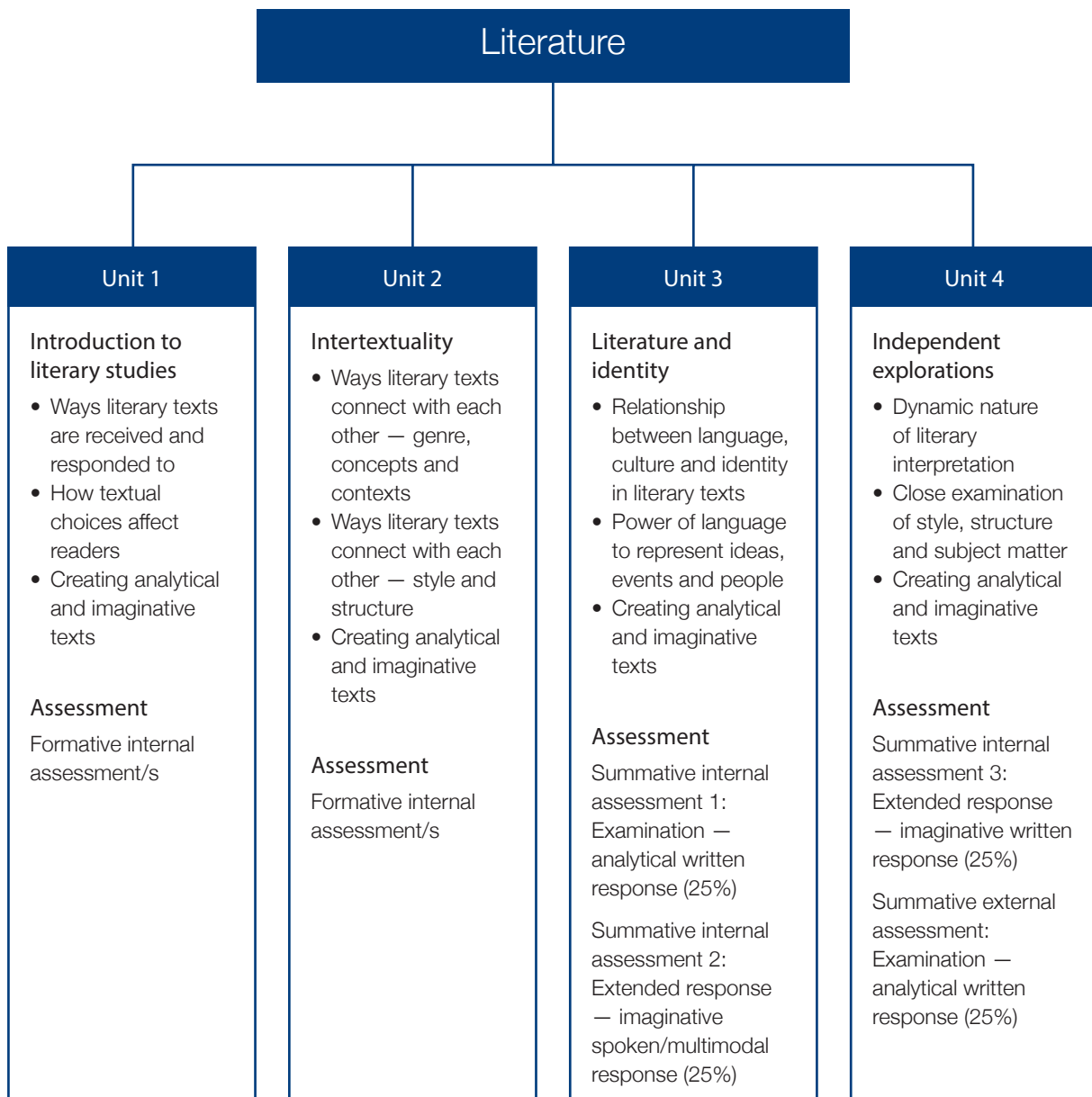
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in a Year 9 English course to be prepared for this senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Literary texts — how they are received and responded to</li> <li>• Literary texts — ways they connect with each other — genre, concepts, contexts, style and structure</li> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter of literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, speaking, reading, viewing and writing across a range of literary texts and modes</li> <li>• Inquiring into the aesthetic aspects of texts and developing an informed appreciation of literature</li> <li>• Thinking and communicating with clarity and precision — striving for accuracy in communication</li> <li>• Questioning and problem-posing to explore own and others' thinking</li> <li>• Thinking about your own thinking and being aware of one's own feelings, thoughts and strategies</li> </ul>

Year 10 Units	Year 10 Assessment
The Pursuit of Happiness: <i>The Great Gatsby</i>	Extended response (imaginative spoken)
Hunting for Witches: <i>The Crucible</i>	Extended response (exam)
The Stories We Tell (poetry)	Extended response (imaginative)
Beauty & Brutality: <i>Antony and Cleopatra</i>	Examination

What are the units I will study in Year 11 and 12?





## Subject

## Essential English

## What is this course about?

For students looking to undertake a vocational or trade pathway for their post-secondary career, Essential English best addresses the literacy and language needs of these pathways. This subject is best suited to students not intending to gain a university degree for their intended career path and may be an appropriate choice for students who have been challenged with the demands of Year 7 – 9 English thus far.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowledge Utilisation — awareness and understanding of how the textual elements of texts are used to construct meaning and affect the reader; student demonstration of understanding of the concepts, identities, times and places represented in the chosen popular text and its purpose/context (cultural, social, relation to the audience, etc.)
- Development — student development of multimodal assignment and relationship with the audience
- Organisation — organisation and coherence of analysis
- Textual Features — cohesion, mode-appropriate grammar, vocabulary, paragraphing, punctuation and spelling, written and digital layout, visual/digital/auditory elements, signed/spoken elements

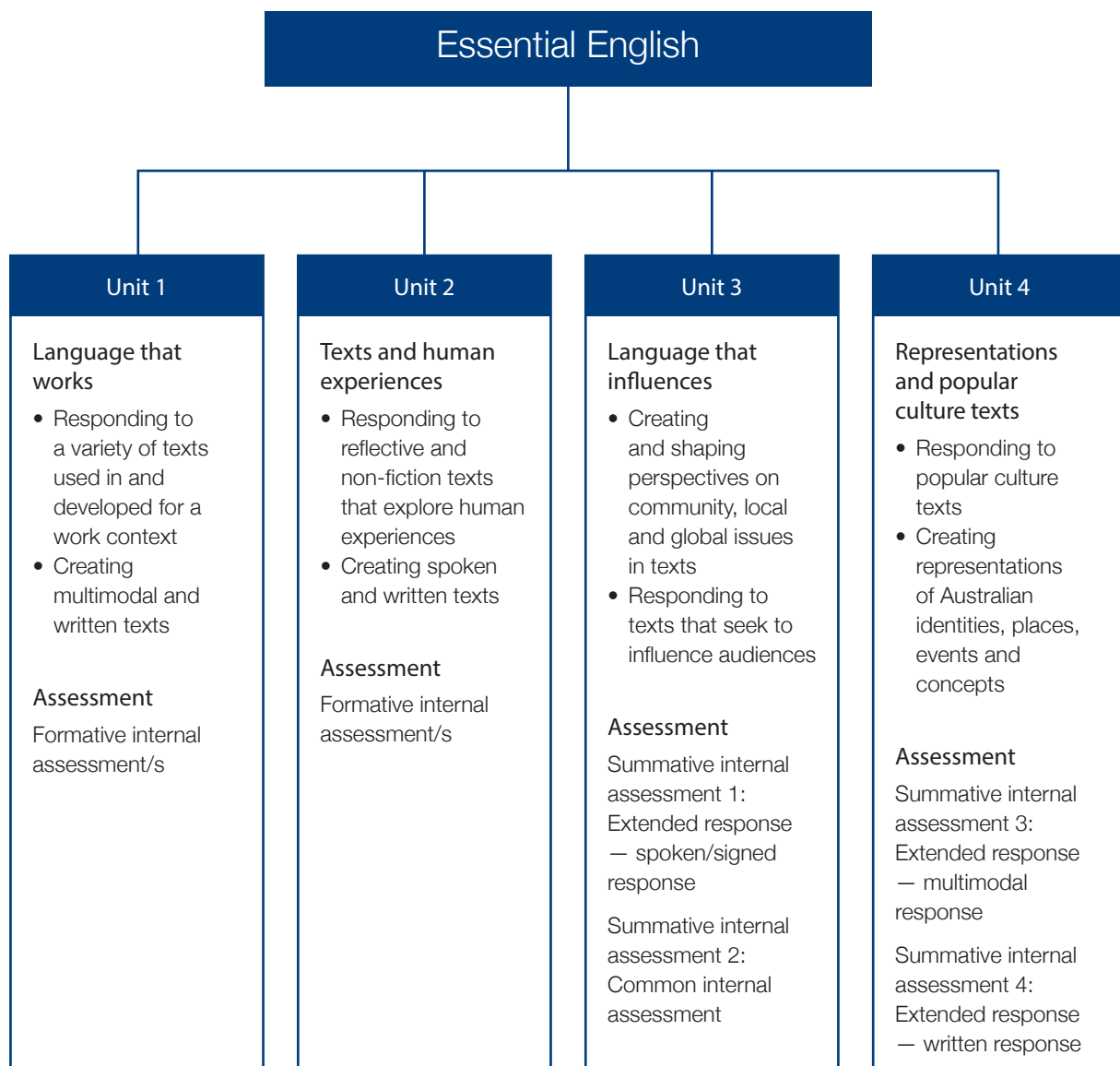
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must have completed the Year 9 English course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Workplace communication — text types and purposes</li> <li>• Language of travel — destinations and documents</li> <li>• News media — facts versus fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, speaking, reading, viewing and writing across a range of literary and everyday texts and modes</li> <li>• Expressing and developing ideas</li> <li>• Interpreting, analysing and evaluating texts</li> <li>• Questioning and problem-posing before, during and after reading</li> <li>• Thinking and communicating with clarity and precision</li> </ul>

Year 10 Units	Year 10 Assessment
Write to be Heard	Extended response (written)
Listen to Understand	Examination
The Collective Human Experience	Extended response (spoken)
Reflections on My Humanity	Creative response (written)

What are the units I will study in Year 11 and 12?



# English and Literature Extension

## What is this course about?

Students enrolled in the Accelerated Literature pathway will transition into English and Literature Extension to continue their study in Year 12. This course offers students the opportunity to specialise in the theorised study of literature and provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences.

English and Literature Extension uses the lenses of a variety of theoretical approaches to analyse and evaluate literary texts to help students explore ways of valuing literature. The subject assists students to 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.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Understanding and analysis of literary texts
- Understanding and application of theories
- Evaluation and synthesis
- Controlling textual features and conventions

The assessment instruments completed across this course will consist of the following modes:

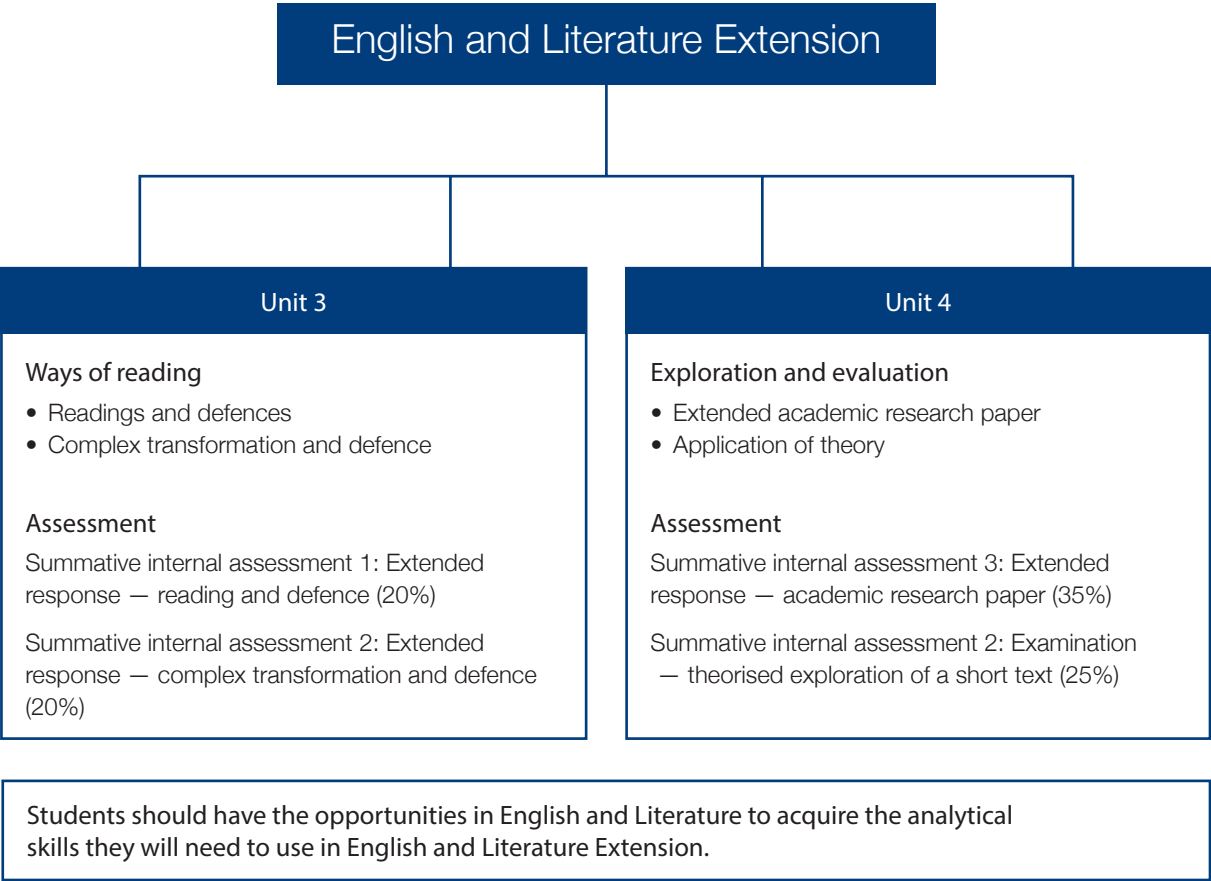
- Extended response – reading and theoretical defence; written
- Extended response – complex transformation and theoretical defence; spoken/signed/multimodal and written
- Extended response – academic research paper, written

## What will help me be successful in this course? (Prerequisite for Year 12)

Students who complete the Accelerated Literature pathway will automatically be enrolled in English and Literature Extension in Year 12.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?
<b>Subject Matter</b>
<ul style="list-style-type: none"> <li>• Readings and defences</li> <li>• Complex transformation and defence</li> <li>• Exploration and evaluation</li> </ul>
<b>Skills</b>
<ul style="list-style-type: none"> <li>• Listening, speaking, reading, viewing and writing across a range of literary texts and modes</li> <li>• Inquiring into the aesthetic aspects of texts and developing an informed appreciation of literature</li> <li>• Expressing and developing ideas</li> <li>• Interpreting, analysing and evaluating texts</li> <li>• Creating and editing texts using a range of texts structures and for a purpose</li> <li>• Reading process and comprehension strategies</li> </ul>
<b>21st Century Skills</b>
<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision — striving for accuracy in communication</li> <li>• Questioning and problem-posing to explore own and others' thinking</li> <li>• Thinking about your own thinking and being aware of one's own feelings, thoughts and strategies</li> </ul>

What are the units I will study in Year 12?

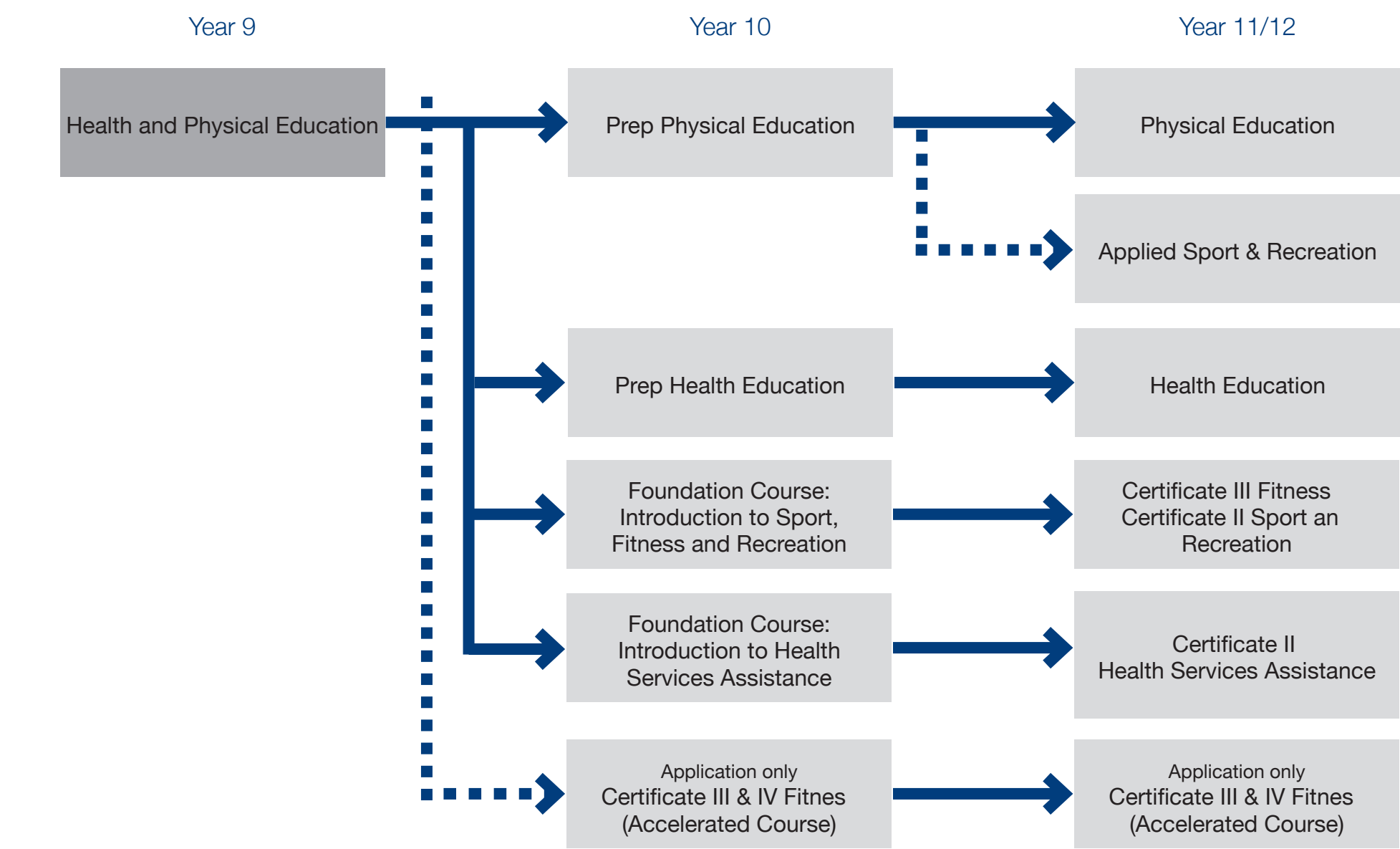


# Health & Physical Education

50	Subject map
51	Health Education
53	Physical Education
55	Sport and Recreation (Applied)
57	Certificate III in Fitness & Certificate II in Sport and Recreation
59	Certificate III Health Services Assistance
61	Certificate III & IV Fitness (Accelerated Course)



Learning area: Health and Physical Education





## General Subject

## Health Education

## What is this course about?

A course of study in Health Education teaches students how to enhance their own and others' health. Students will investigate various factors that create and promote life-long health and active citizenship. Students will engage with content from the health, behavioural, social and physical sciences to investigate and understand complex health issues and problems in the context of contemporary society.

Students are required to investigate sustainable health change at personal, peer, family and community levels using an inquiry approach. This approach is informed by the critical analysis of health information to plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. These skills will prepare students for further study and a diverse range of career pathways.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Recognise and comprehend
- Analyse, critique and organise
- Investigate, synthesise, evaluate and reflect
- Communicating

## What will help me be successful in this course? (Readiness for Year 10)

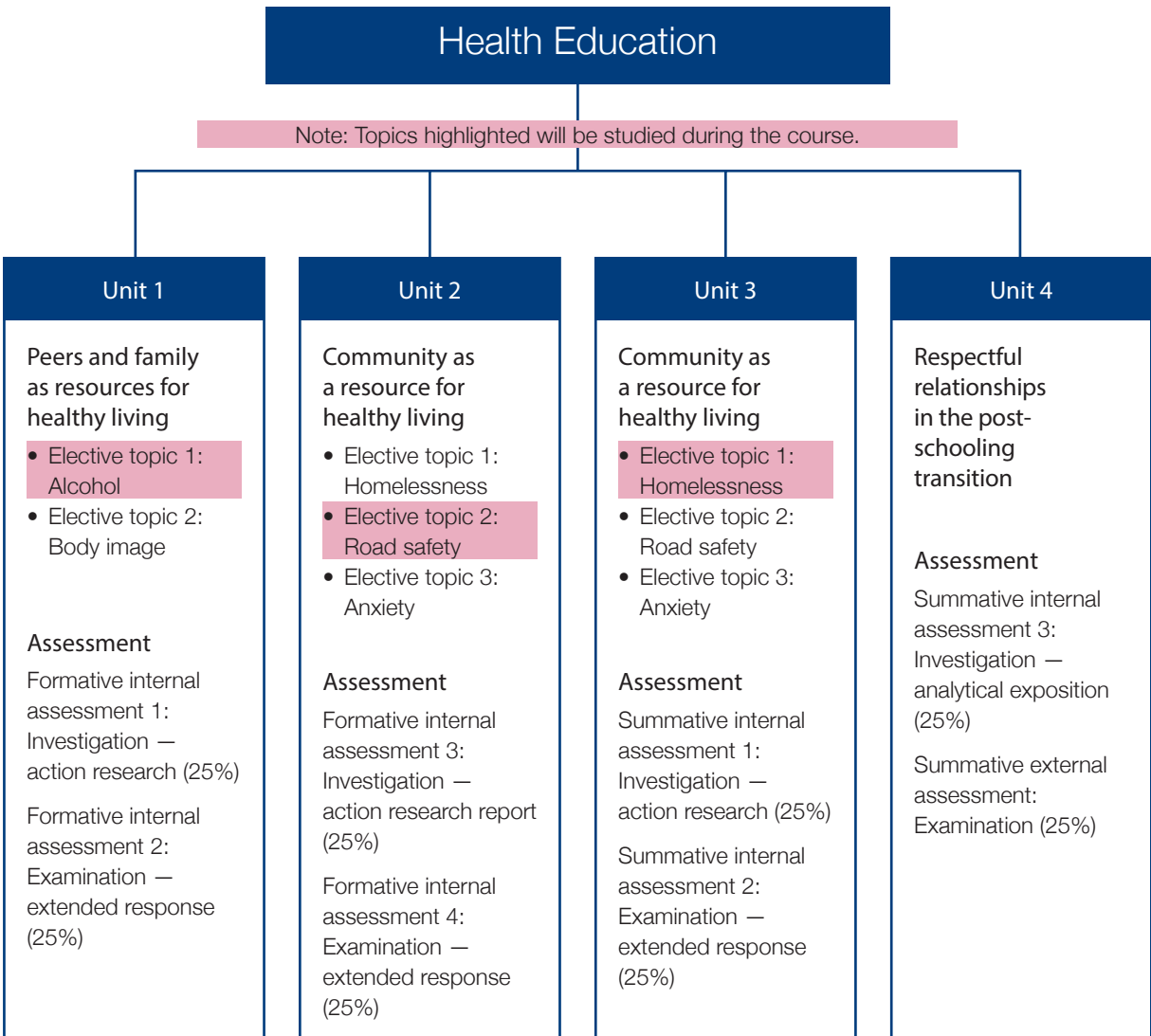
To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a B result in Year 9 English and in Year 9 Health and Physical Education. Note that there is no practical component in this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?		
Subject Matter	Health Frameworks	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Personal and community health issues</li> <li>• The <i>salutogenic</i> model of health</li> <li>• The Australian Institute of Health and Welfare's (AIHW) conceptual framework for the determinants of health</li> <li>• The World Health Organization's (WHO) <i>Ottawa Charter for Health Promotion</i></li> <li>• The framework for <i>health promotion action</i></li> <li>• Health literacy</li> <li>• Social justice principles</li> </ul>	<ul style="list-style-type: none"> <li>• Life course perspectives</li> <li>• Social Cognitive Theory</li> <li>• REAIM</li> <li>• Social ecological model</li> <li>• Diffusions of innovations model</li> <li>• PERMA+I</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating and synthesising information to develop action strategies</li> <li>• Evaluating and reflecting on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion</li> <li>• Thinking about your thinking to determine psychological factors, barriers and enablers effecting health issues</li> <li>• Thinking and communicating with clarity and precision and being aware of one's own feelings, thoughts and strategies</li> <li>• Questioning and problem-posing about health issues in relation to recognised health frameworks</li> </ul>



Year 10 Units	Year 10 Assessment
Introduction to frameworks	Examination — Combination response
Relationships	Investigation — Analytical exposition
Body image	Examination — Extended response
Stress management	Investigation — Action research

What are the units I will study in Year 11 and 12?



## General Subject

## Physical Education

## What is this course about?

The senior Physical Education course examines topics that can be used to enhance performance, including energy systems, ethical decision-making, tactical awareness and training. This learning involves students' implementing, analysing and evaluating specialised movement sequences and strategies to make decisions to enhance individual and team performance about, through and in physical activity.

The knowledge, understanding and skills taught enable students to explore and enhance their own and others' physical performance in a variety of authentic settings.

Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. Physical activity then is a medium and context for deep learning, however the physical performance is not separately assessed.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Explaining
- Demonstrating and applying
- Analysing
- Justifying
- Communicating

Students are assessed through both theoretical and practical elements.

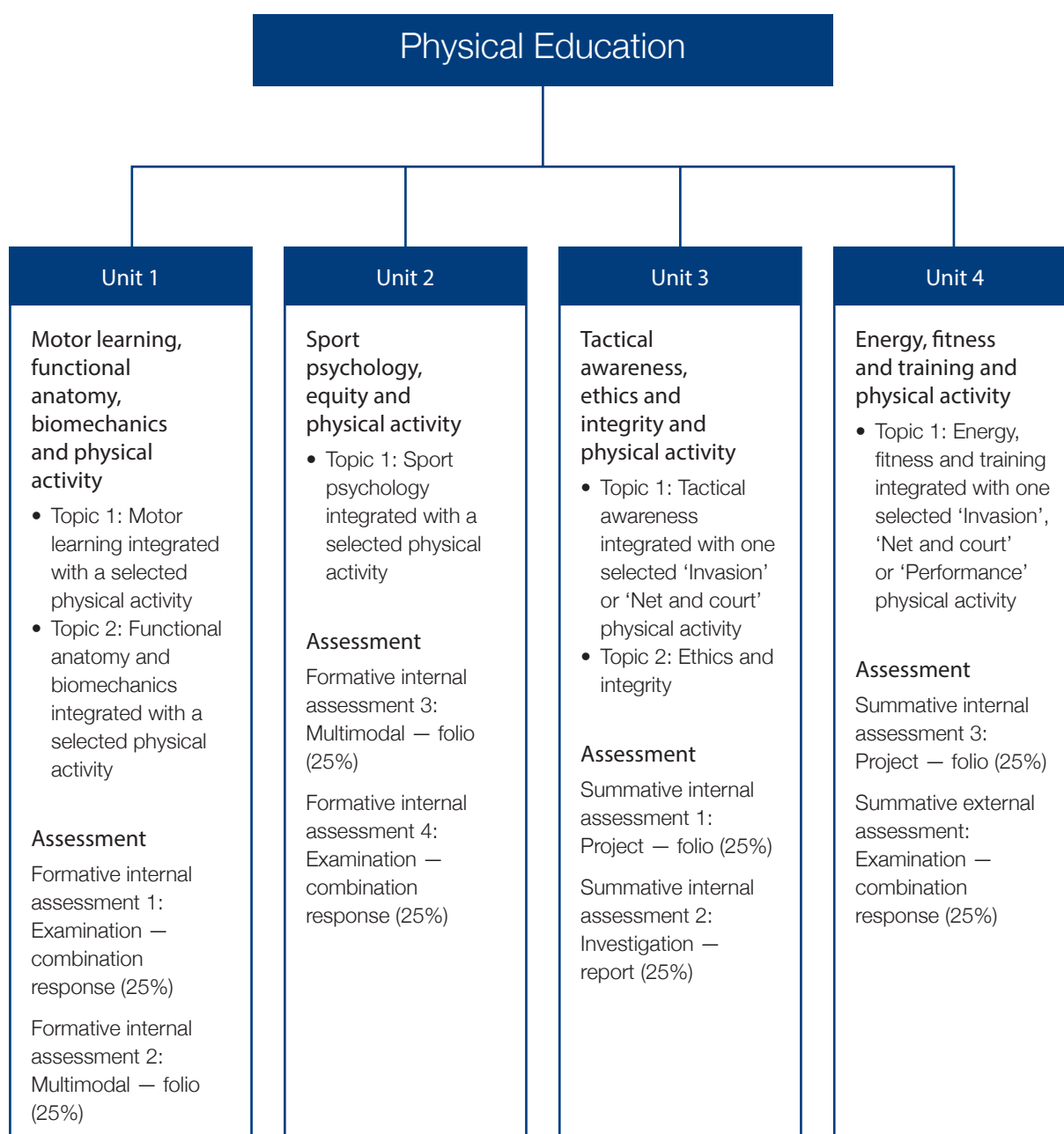
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a B result in Year 9 English and in Year 9 Health and Physical Education to be prepared for this senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Motor Learning and the dynamic systems approach</li> <li>• Functional Anatomy and Biomechanics</li> <li>• Access and Equity</li> <li>• Tactical Awareness</li> <li>• Ethical Decision-making framework</li> <li>• Energy systems</li> <li>• Components of fitness</li> <li>• Training principles and methods</li> <li>• Body and movement concepts</li> <li>• Constraints based learning</li> <li>• Movement sequences and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and synthesising data to devise strategies about movement</li> <li>• Questioning and problem-posing using an inquiry approach</li> <li>• Analysing and synthesising data to devise strategies to optimise performance</li> <li>• Thinking about your thinking to determine psychological factors, barriers and enablers that influence performance</li> <li>• Thinking interdependently to evaluate and justify strategies in, about and through movement</li> </ul>

Year 10 Units	Year 10 Assessment
Energy and training programs	Project — Folio
Energy systems and AFL	Investigation — Report
Ethics and integrity	Project — Folio
Tactical Awareness and Touch Football	Examination

What are the units I will study in Year 11 and 12?



## Applied Subject

# Sport and Recreation

## What is this course about?

The senior Sport and Recreation course examines topics that can include social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

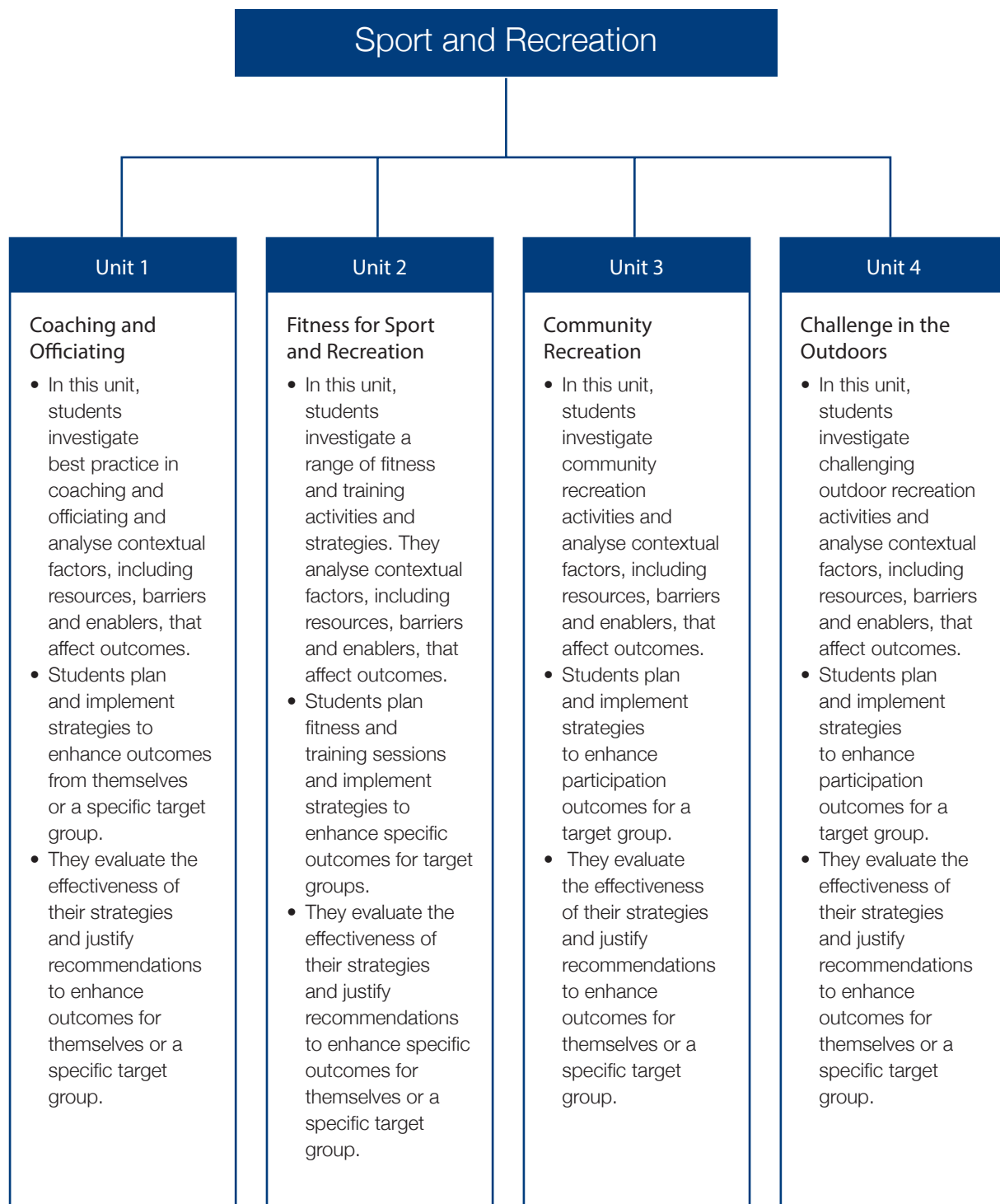
- Investigate
- Plan
- Perform
- Evaluate

Students are assessed through both theoretical and practical elements.

## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a C result in Year 9 English and in Year 9 Health and Physical Education and participate in the Foundation Fitness, Sport and Recreation Course to be prepared for this senior course in Year 11.

What are the units I will study in Year 11 and 12?



Foundation Course: Introduction to Sport, Fitness and Recreation (4-unit short course)  
Additional Learning Option leading to

## Certificate III in Fitness & Certificate II in Sport and Recreation

RTO: Binnacle Training (31319)

Course codes: SIS30321 Certificate III in Fitness & SIS20122 Certificate in Sport and Recreation (Dual Qualification)

### What is this course about?

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions within the fitness industry and sport & recreation environments, including working independently in a broad range of settings, such as within fitness centres, gyms, pools, community facilities, sporting clubs and schools.

Those with this level of competency have the opportunity to create community fitness programs, fitness programs for athletes and teams, group fitness sessions and be able to personal training a range of clients in a group setting.

Students with this level of competency will have the ability to plan, conduct and evaluate exercise training, provide leadership and guidance to clients and other staff, and possibly deal with unpredictable situations. The course will teach students how to provide first aid, assist with activity sessions and work effectively in sport, fitness, and recreation environments too.

The Introduction to Sport, Fitness and Recreation is the foundation course students will complete in Year 10. Students will commence the Certificate II Sport and Recreation and Certificate III Fitness in Year 11 and Year 12.

### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

- Completion of theoretical modules
- This course includes practical based learning. Students need to complete and be competent in both theory and practical elements to pass.

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a C result Year 9 English. This is a self-paced course where students will be required to work individually and in small groups. Students will need to be self-motivated and complete modules both at home and at school.

### Course fees

- Year 10: Introduction to Sport, Fitness and Recreation Course: \$125 and \$45 subject levy
- Year 11 and 12: Certificate II in Sport and Recreation and Certificate III in Fitness: \$495, First Aid: \$75 and \$45 subject levy for two-year course

### Other notes

- A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.
- This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](http://binnacletraining.com.au/rto)

## What is the subject matter and what skills will I learn at a preparatory level in Year 10?

## Preparatory — Year 10 Foundation: Introduction to Sport, Fitness and Recreation

Semester 1	<b>Topics</b> <ul style="list-style-type: none"> <li>• Introduction to Sport and Recreation</li> <li>• Conducting Sport Coaching Sessions</li> <li>• Personal Development and Self-Awareness</li> </ul>	Semester 2	<b>Topics</b> <ul style="list-style-type: none"> <li>• Introduction to Fitness</li> <li>• Nutrition and Energy Systems</li> <li>• Anatomy</li> <li>• Fitness Programs</li> </ul>
	<b>Programs</b> <ul style="list-style-type: none"> <li>• Plan and Deliver Sport-Specific Sessions</li> <li>• Create a Self-Awareness Action Plan</li> </ul>		<b>Programs</b> <ul style="list-style-type: none"> <li>• Community Fitness Program – Plan and Instruct Sessions for Peers</li> <li>• Create a Workplace Wellbeing Action Plan</li> </ul>
	<b>Units scheduled for completion</b>		<b>Units scheduled for completion</b>
SISSSCO001	Conduct sport coaching sessions with foundation level participants	BSBTWK201	Work efficiently with others
BSBPEF302	Develop self-awareness	BSBPEF201	Support personal wellbeing in the workplace

## Year 11 and 12 Certificate III Fitness &amp; Certificate II Sport and Recreation

Units of Competency <i>Certificate III in Fitness</i>		Additional 8 Units of Competency (optional) <i>Part of the optional Certificate II in Sport and Recreation</i>	
HLTAID011	Provide First Aid	SISXCAI002	Assist with activity sessions
HLTWHS001	Participate in workplace health and safety	SISXCCS001	Provide quality service
SISXEMR001	Respond to emergency situations	BSBWOR202	Organise and complete daily work activities
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBTEC201	Use business software applications
SISXIND002	Maintain sport, fitness and recreation industry knowledge	BSBTEC202	Use digital technologies to communicate in a work environment
BSBSUS211	Participate in sustainable work practices	BSBTEC203	Research using the internet
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	ICTICT203	Operate application software packages
BSBOPS304	Deliver and monitor a service to customers	BSBSUS201	Participate in environmentally sustainable work practices
BSBPEF301	Organise personal work priorities		
SISFFIT035	Plan group exercise sessions		
SISFFIT036	Instruct group exercise sessions		
SISFFIT032	Complete pre-exercise screening and service orientation		
SISFFIT033	Complete client fitness assessments		
SISFFIT052	Provide healthy eating information		
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients		

## Employability skills

- Communication with people from a diverse background
- Initiative in implementing activities to meet the needs of others
- Understanding and complying with the legal and ethical responsibilities that apply to personal trainers understanding and respecting scope of practice
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology



Foundation Course: Introduction to Health Services Assistance  
Additional Learning Option leading to

## Certificate III Health Services Assistance

### What is this course about?

If you have an interest in the healthcare industry, this course will provide a range of in-class, off campus and practical learning experiences. In Year 10, learning focuses on the health industry and healthy lifestyles as a foundation to the Year 11 Certificate II in Health Support Services and Year 12 Certificate III in Health Services Assistance. Successful completion of both Certificates provides students with a qualification recognised in industry to work as an Assistant in Nursing (AIN). This qualification attracts additional QCE points and provides clinical skills to begin work under supervision of registered health professionals.

### How will I be assessed?

Year 10: Foundation Course

- Learning in a classroom setting through a mix of practical activities, research and group work to consolidate learning.
- Visits to university and TAFE campuses to connect with tertiary pathways.
- Assessed on unit based assessment tasks on an A – E criteria sheet.

Year 11: Certificate II in Health Support Services

- Achieving competency across a range of modules.
- Gathering evidence through written responses, online quizzes, observations of clinical skills.
- Responses to oral and written questions.

Year 12: Certificate III in Health Services Assistance

- Achieving competency across a range of modules.
- Gathering evidence through written responses, online quizzes, observations of clinical skills.
- Responses to oral and written questions.
- Complete 80 hours of vocational placement.

### What pathways exist from the learning in this course?

Post State High, students can apply for Traineeship pathways, begin a Diploma of Nursing or a Bachelor of Nursing.

### What strengths, skills, and interests do I need to be successful in this course?

- Willingness to collaborate with others
- Learn in a variety of ways to develop knowledge and skills within a health context
- Interest in the healthcare industry
- Desire to demonstrate empathy by caring and supporting others

### Employability Skills

- Communication with people from a diverse background
- Understanding and complying with procedural and ethical responsibilities that apply to health industry workers
- Problem solving skills
- Teamwork
- Planning and organising
- Learning
- Self-management
- Technology

### Course Fees

- Certificate II is VETiS Funded by the Queensland Government.
- Certificate III has a bridging fee of \$984 (current fee) plus the cost of the TAFE uniform.

Accelerated Course (3-year course)

## Certificate III and IV Fitness

RTO: Fit Education (32155)

### What is this course about?

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions within the fitness industry.

Those with this level of competency have the opportunity to create community fitness programs, fitness programs for athletes and teams, group fitness sessions and be able to personal train individual clients.

Students with this level of competency will have the ability to plan, conduct and evaluate exercise training, provide leadership and guidance to clients and other staff, and possibly deal with unpredictable situations. Additionally the course will teach students how to provide first aid.

The course is three years long and allows students to complete both their Certificate III and IV Fitness throughout Year 10 – Year 12. As this is an accelerated course students must apply via the application process.

### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

- Completion of theoretical modules
- This course includes practical based learning. Students need to complete and be competent in both theory and practical elements to pass.

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a C result Year 9 English. This is a self-paced course where students will be required to work individually and in small groups. Students will need to be self-motivated and complete modules both at home and at school.

### Course fees

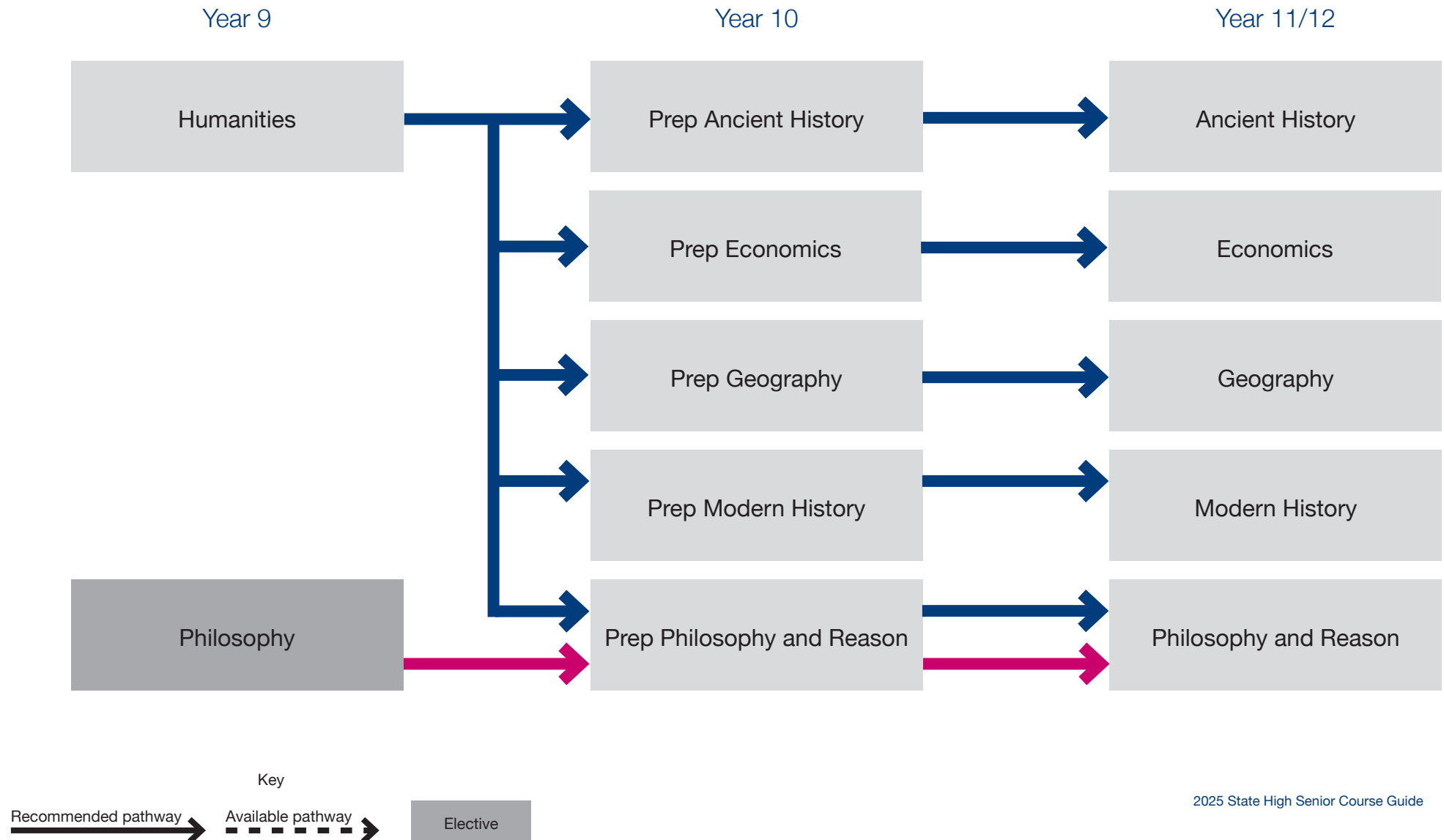
- Year 10 Term 1 to Year 11 Term 2: Certificate III Fitness \$750 and \$45 subject levy
- Year 11 Term 3 to Year 12 Term 3: Certificate IV Fitness \$750 and \$45 subject levy

# Humanities

63	Subject map
64	Ancient History
66	Economics
68	Geography
70	Modern History
72	Philosophy and Reason



# Learning area: Humanities



# Ancient History

## What is this course about?

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students will explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist in the present.

Ancient History enables inquiry-based learning, where students will investigate the past by analysing and interpreting archaeological and written evidence. In Year 11, Unit 1, students will participate in an archaeological dig at The Abbey Museum of Art and Archaeology, Caboolture.

Students will investigate the problematic nature of evidence and pose increasingly complex questions about the past. Students will use skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

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

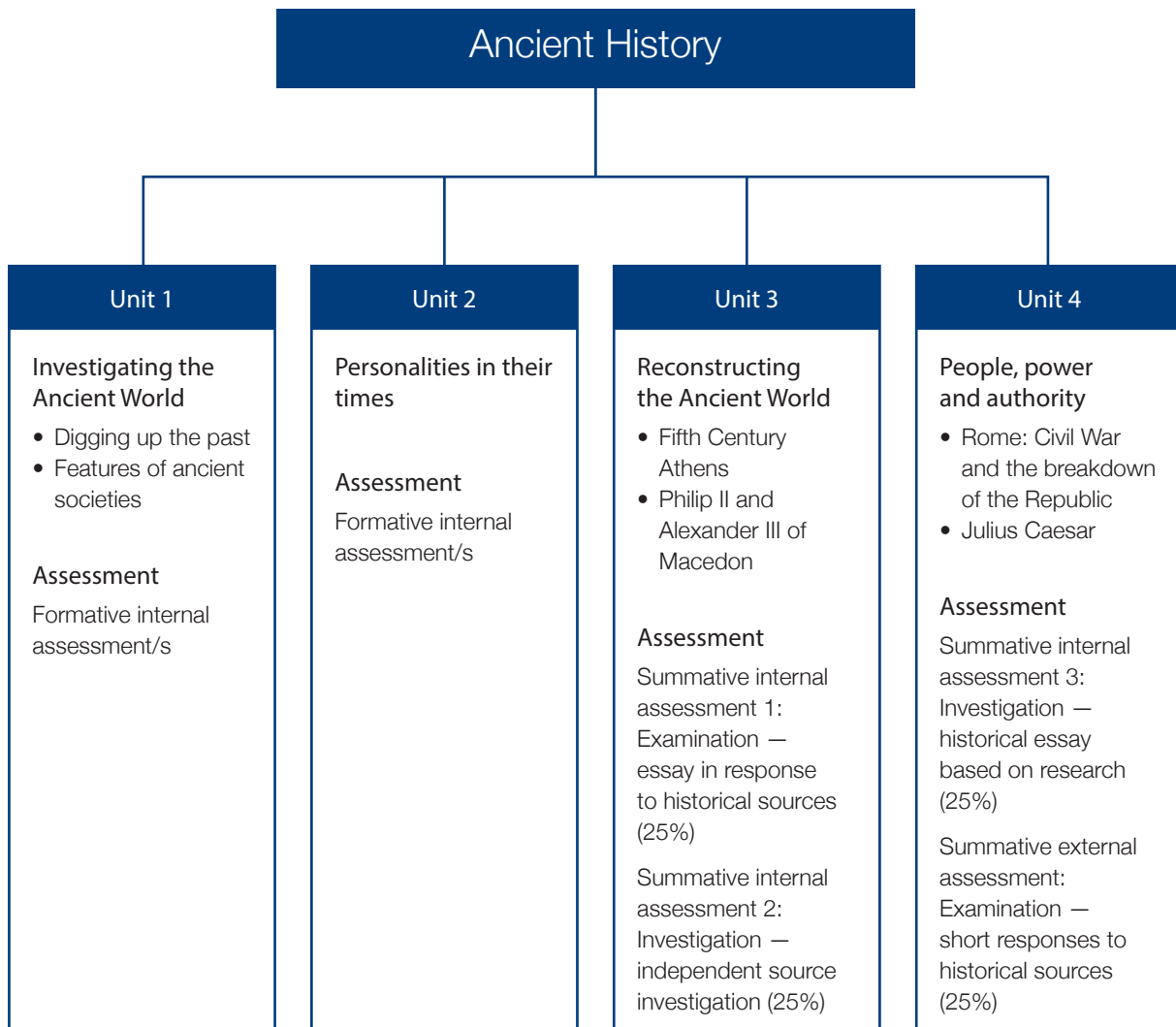
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in the Year 9 Humanities course to be prepared for this Senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Ancient China</li> <li>• Mesoamerica</li> <li>• The Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to demonstrate how meaning has been formed</li> <li>• Thinking interdependently to consider perspectives and collaborate</li> <li>• Questioning and problem-posing using an inquiry approach to explore evidence</li> <li>• Applying past knowledge to new situations and making meaningful connections</li> </ul>

Year 10 Units	Year 10 Assessment
Ancient Egypt	Multimodal - Artefact presentation
Ancient China	Independent Source Investigation
Mesoamerica	Examination — essay in response to historical sources
The Crusades	Investigation — historical essay based on research

What are the units I will study in Year 11 and 12?





# Economics

## What is this course about?

Economics challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends. 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.

You will develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. You'll 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, you will appreciate ideas, viewpoints and values underlying economic issues.

The field of Economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, you will study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

## How will I be assessed?

The following syllabus objectives summarise how you will be assessed in this course:

- Comprehend economic concepts, principles and models
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning

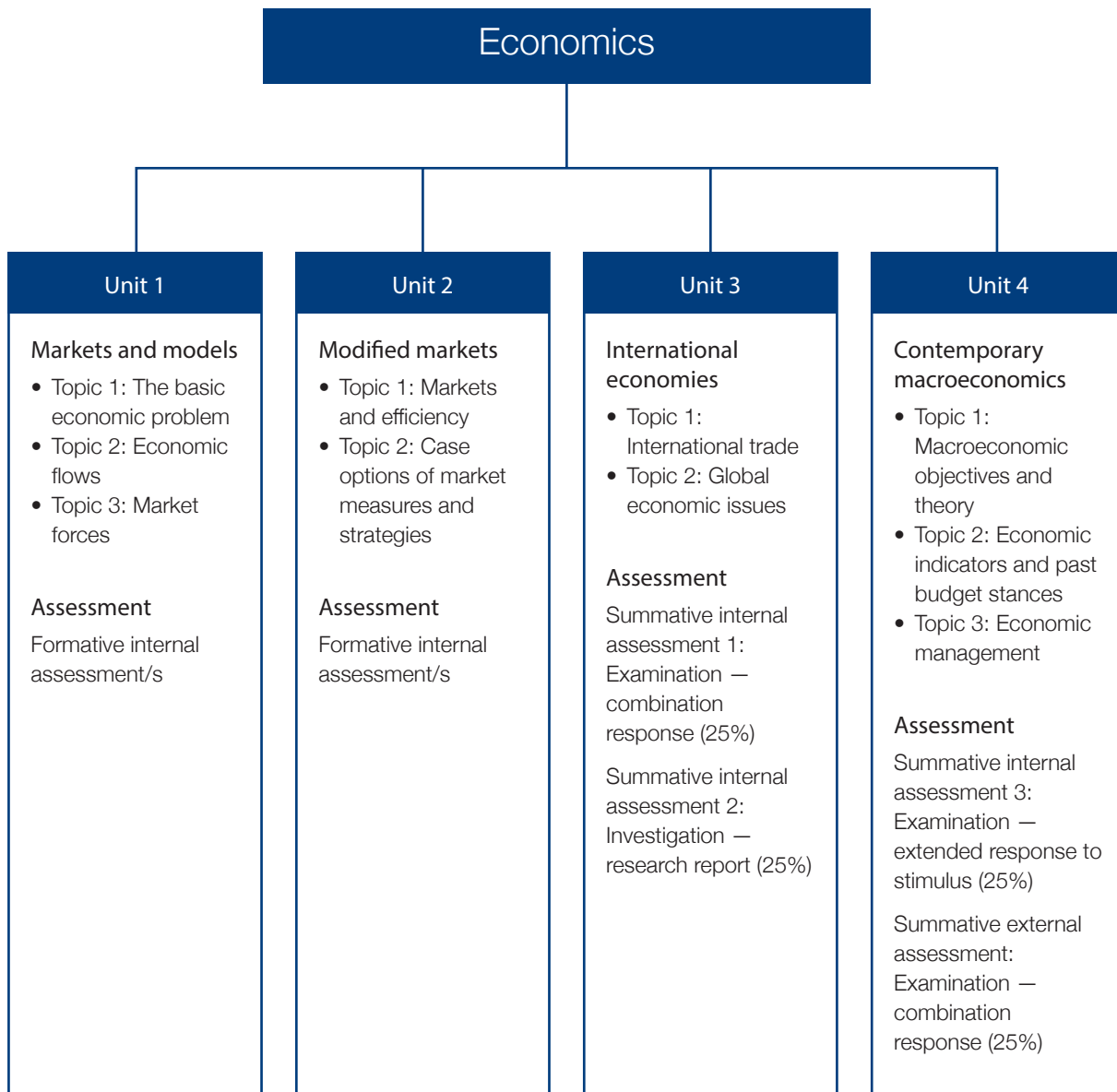
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a B result in the Year 9 Humanities course—and in English—to be prepared for this Senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Economic systems (scarcity, opportunity cost, circular flow of income)</li> <li>• Market failure (price mechanism, surpluses and shortages)</li> <li>• Managing the economy (government and intervention)</li> <li>• International trade (exports and imports, directions of trade)</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to demonstrate how meaning has been formed</li> <li>• Thinking interdependently to consider perspectives and collaborate</li> <li>• Questioning and problem-posing using an inquiry approach to explore evidence</li> <li>• Applying past knowledge to new situations and making meaningful connections</li> <li>• Writing clearly and concisely</li> </ul>

Year 10 Units	Year 10 Assessment
The basic economic problem	Examination — combination response
Market failure	Investigation — research report
Managing the economy	Examination — combination response
Economic Issues	Investigation - multimodal presentation

What are the units I will study in Year 11 and 12?



# Geography

## What is this course about?

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline and are built on by the concepts of environment, interconnection, sustainability, scale and change. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Learning in Geography is underpinned by inquiry through which you will investigate places in Australia and global communities. When you think geographically, you observe, gather, organise, analyse and present data and information across a range of scales.

Excursions and use of spatial technologies are central to the study of Geography. They provide authentic opportunities for you to engage in real-world applications of geographical skills and thinking, including the collection and spatial visualisation and representation of data. Fieldwork also encourages participation in collaborative learning. These critical skills are valued in an increasingly digital and global world. Students will attend the following Geography excursions:

- Year 10: Gold Coast
- Year 11: Fortitude Valley
- Year 12: Overnight camp

In Geography, you will engage in a range of learning experiences that will develop your geographical skills and thinking through the exploration of geographical challenges and the subsequent impacts on people, places and the environment. You will be exposed to a variety of contemporary challenges affecting people and places across the globe, at a range of scales. These include natural and ecological hazards, resource management, climate change, sustainability challenges affecting places and communities, food insecurity and the mass movement of people.

## How will I be assessed?

The following syllabus objectives summarise how you will be assessed in this course:

- Explain geographical processes
- Recognise geographic patterns
- Analyse geographical data and information
- Apply geographical understanding to identify impacts and make generalisations
- Propose action and justify recommendations
- Communicate geographical understanding

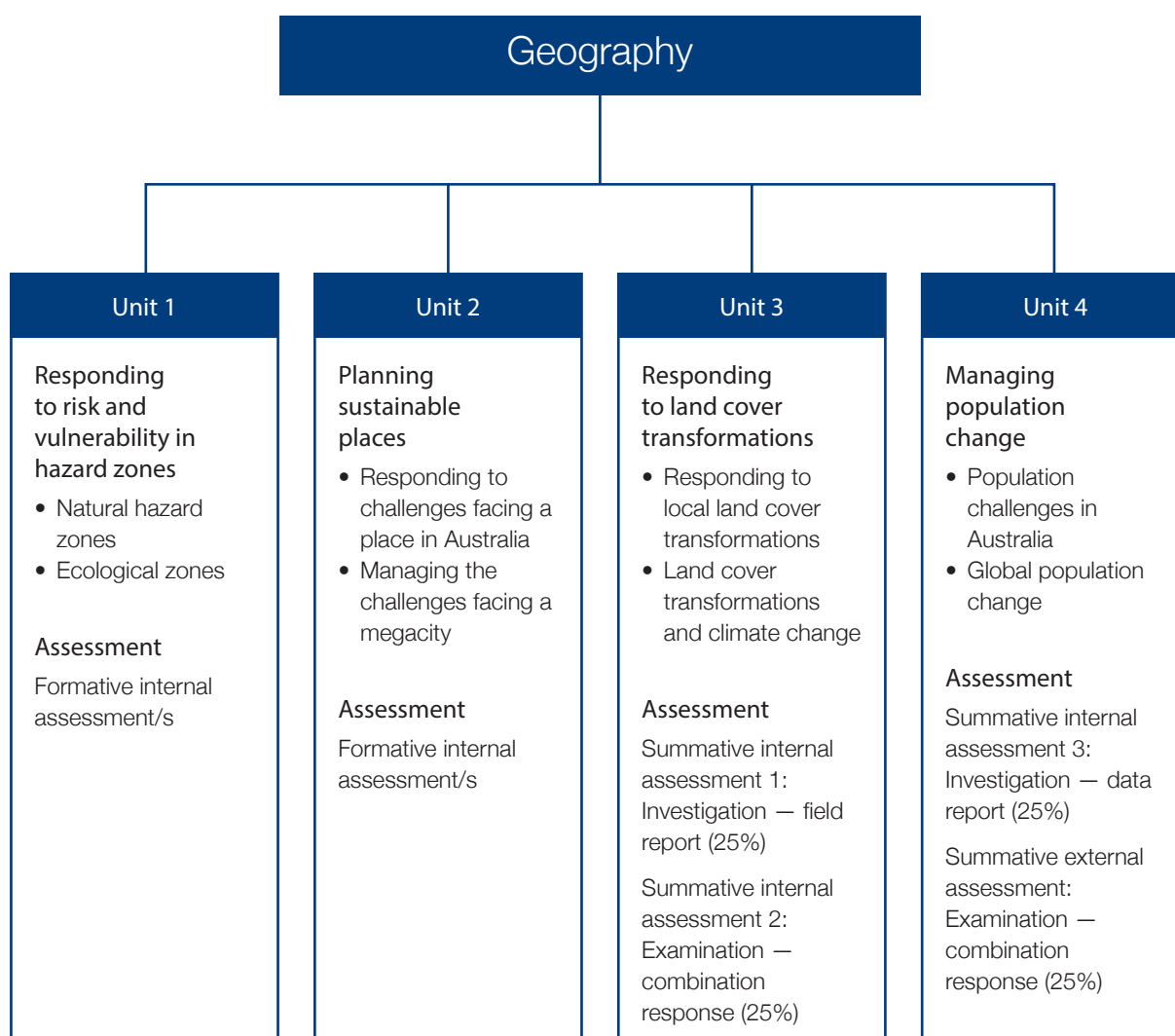
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in the Year 9 Humanities course to be prepared for this Senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Australian demographics</li> <li>• Geographies of human well-being</li> <li>• Environmental change management</li> <li>• Coastal landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to demonstrate how meaning has been formed</li> <li>• Thinking interdependently to consider perspectives and collaborate</li> <li>• Questioning and problem-posing using an inquiry approach to explore evidence</li> <li>• Analysing past knowledge to new situations and making meaningful connections</li> <li>• Thinking about your thinking and developing intellectual flexibility</li> </ul>

Year 10 Units	Year 10 Assessment
Australian demographics	Examination — combination response
Geography of human well-being	Investigation — data report
Environmental change management	Examination — combination response
Coastal landscapes	Investigation — field report

What are the units I will study in Year 11 and 12?



**Additional information:**

This course also includes an overnight camp for Year 12.

This course requires the collection, analysis, and transformation of primary data that students must collect on a compulsory excursion at the end of Year 11.

# Modern History

## What is this course about?

In Modern History you have the opportunity to examine traces of humanity's recent past so you may form your own views about the modern world. Through Modern History, your curiosity and imagination is invigorated while your appreciation of civilisation is broadened and deepened. You'll learn that the past is contestable and tentative. You will discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling its students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. Firstly, Modern History seeks to have you gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Secondly, Modern History makes you think historically and form a historical consciousness in relation to these same forces.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

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

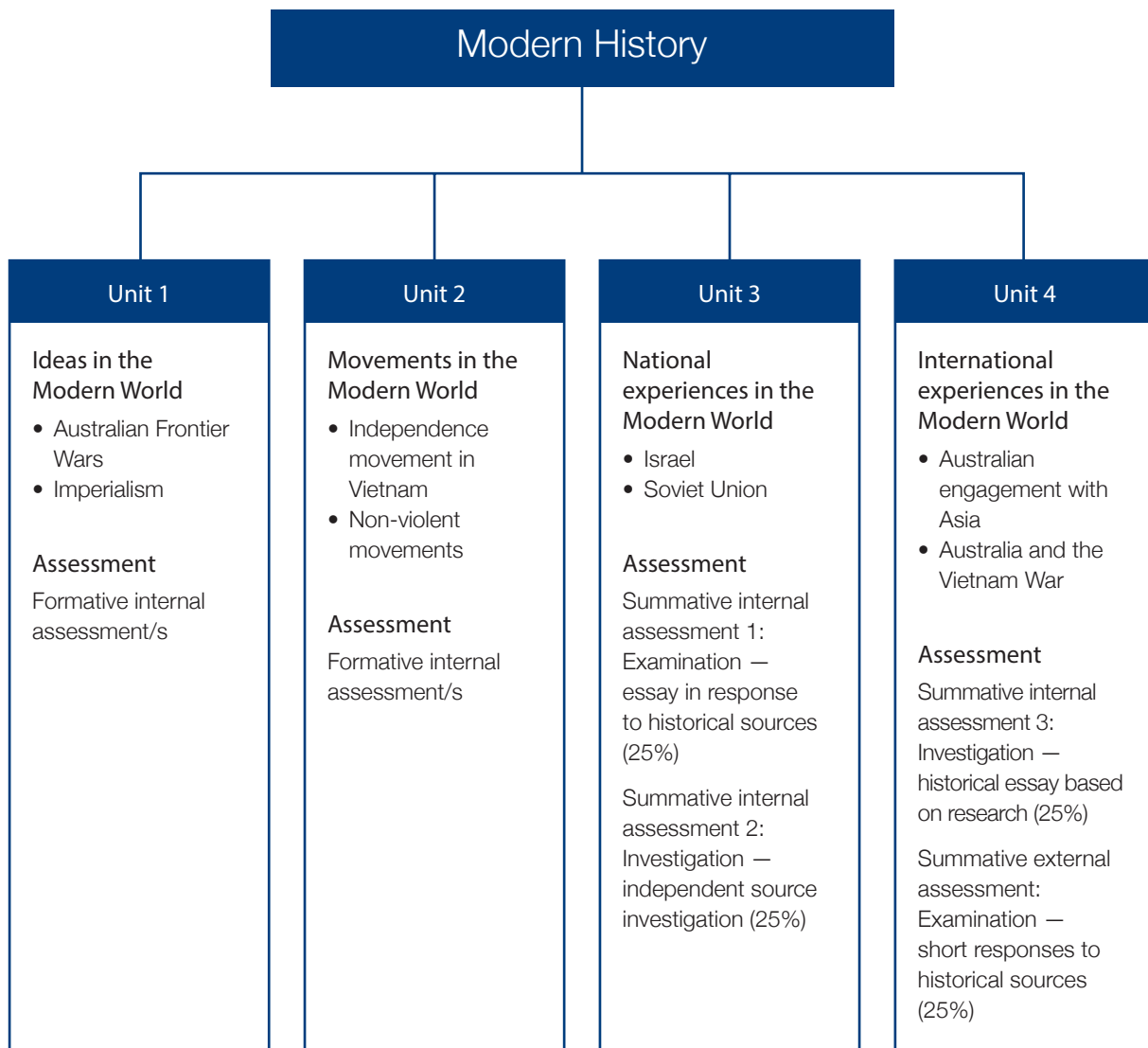
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in the Year 9 Humanities course to be prepared for this Senior course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Nazi Germany</li> <li>• World War II</li> <li>• Civil Rights Movements</li> <li>• Terrorism</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to demonstrate how meaning has been formed</li> <li>• Thinking interdependently to consider perspectives and collaborate</li> <li>• Questioning and problem-posing using an inquiry approach to explore evidence</li> <li>• Applying past knowledge to new situations and making meaningful connections</li> </ul>

Year 10 Units	Year 10 Assessment
Nazi Germany	Investigation — independent source investigation
World War II	Examination — short response exam
Indigenous Australian Civil Rights	Investigation — research essay
Terrorism	Examination — essay in response to historical sources

What are the units I will study in Year 11 and 12?



# Philosophy and Reason

## What is this subject about?

Philosophy and Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows you to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows you to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables you to make rational arguments, espouse viewpoints and engage in informed discourse.

Through the study of Philosophy and Reason, you will collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

You will analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. You will formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for you to understand and develop norms of effective thinking and to value and seek a range of ideas beyond your own.

## How will I be assessed?

The following syllabus objectives summarise how you will be assessed in this course:

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

## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students should achieve a minimum C result in their Year 9 Humanities course.

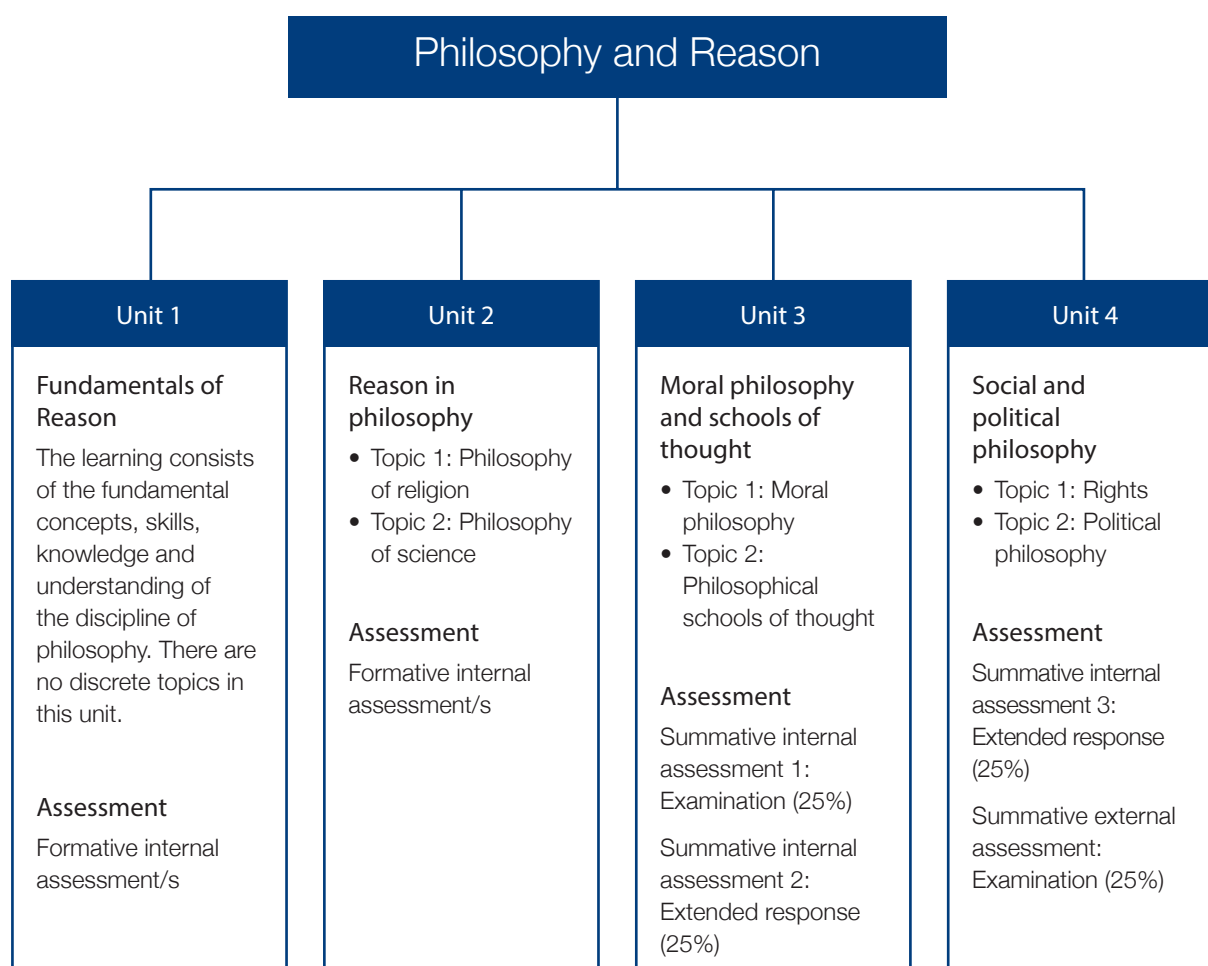
It is important to note that collaboration with peers is a critical component of this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Introduction to arguments</li> <li>• Applied arguments</li> <li>• Introduction to ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning and problem-posing</li> <li>• Thinking about your thinking to consider construction of a student's own knowledge, i.e. knowledge that is new to the student to develop an active approach to learning, where students have the central role</li> <li>• Developing self-directed learning over time, as students assume increasing responsibility for their learning</li> <li>• Developing intellectual flexibility and persistence</li> <li>• Thinking and communicating with precision and accuracy to analyse and present a cohesive argument</li> </ul>



Year 10 Units	Year 10 Assessment
Informal logic	Examination
Political philosophy	Extended response — analytical essay
The Good Life	Extended response — analytical essay
Formal logic	Examination

What are the units I will study in Year 11 and 12?

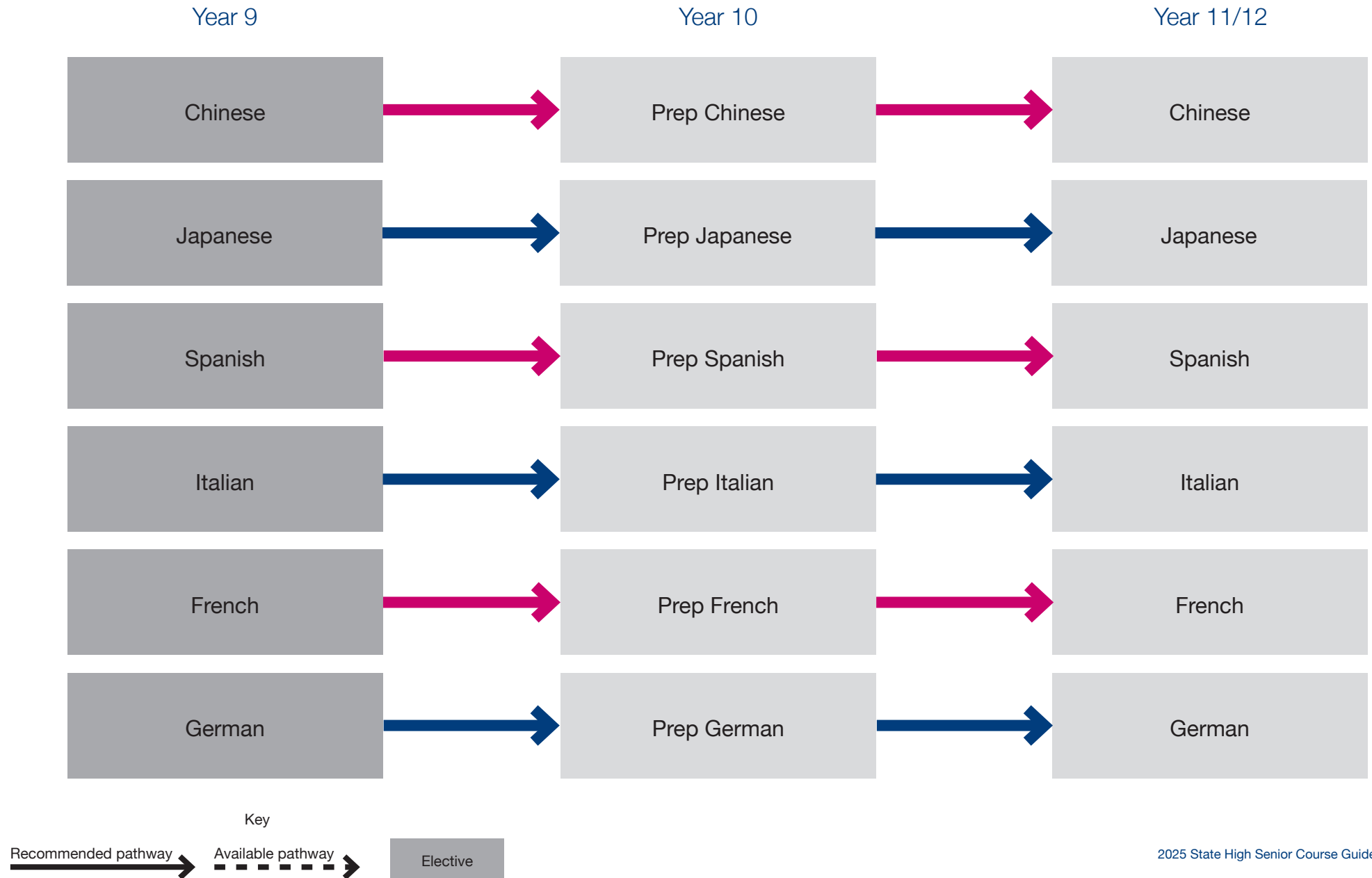


# Languages

75	Subject map
76	Chinese
78	French
80	German
82	Italian
84	Japanese
86	Spanish



# Learning area: Languages



General Subject  
Chinese

### What is this course about?

Chinese is recognised as an important language for young Australians to learn as Australia progresses towards a future of increased trade and engagement with Asia. Migration from China has influenced contemporary Australian society in areas such as The Arts, technology and cuisine and provides many opportunities for students to engage with speakers of Chinese in daily life. Current links between Australia and China include bilateral relationships in trade and investment, educational exchanges and research and development in science and technology.

Learning Chinese provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding and analysing Chinese texts in English and in Chinese
- Creating Chinese texts
- Exchanging information and ideas in Chinese

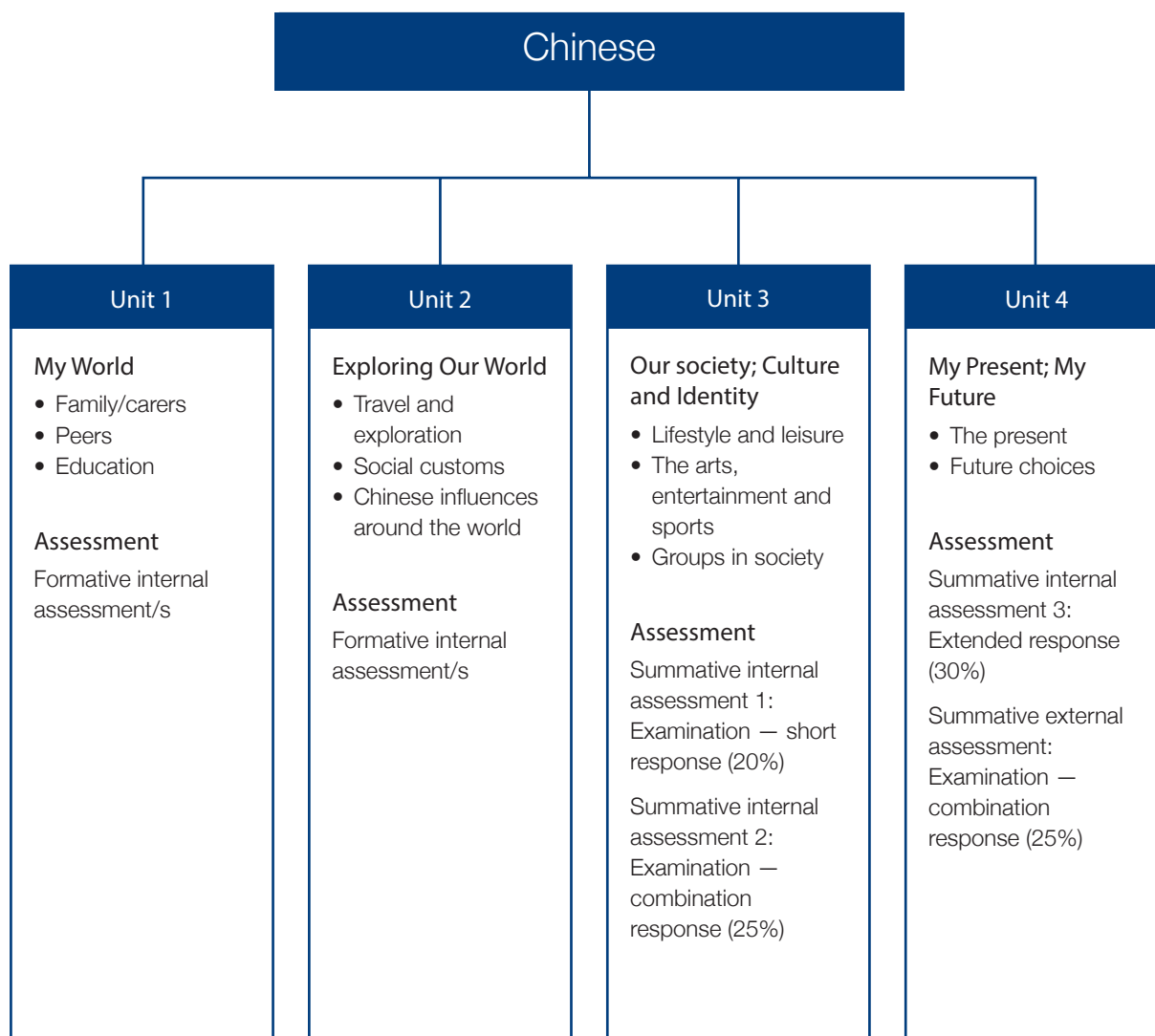
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 Chinese and have participated in the Year 9 course for two semesters to be eligible for this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Family and friends, school, leisure and travel, social issues and cultural events</li> <li>• Systems of language — including sound, writing, grammatical and textual conventions</li> <li>• Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</li> <li>• The role of language and culture in the exchange of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings</li> <li>• Interpreting and conveying information through a range of oral, written and multimodal texts</li> <li>• Engaging with imaginative experience by participating in, responding to and creating a range of texts</li> <li>• Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</li> <li>• Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity</li> </ul>

Year 10 Units	Year 10 Assessment
Clothing	<b>Types of assessment in Languages:</b> <ul style="list-style-type: none"> <li>• Examination: short response (listening/reading/viewing). In this exam, students respond to Chinese visual, spoken and written texts in English and Chinese.</li> <li>• Extended response: In this exam, students create Chinese texts, and speak in Chinese to stimulus.</li> <li>• Presentation: response to stimulus. Students create a presentation based on texts they have read or viewed and respond to questions in spoken Chinese.</li> <li>• Examination: spoken interview. In this exam, students have a conversation with their teacher about the topic of study.</li> </ul>
Relatives and travel	
Weather and holidays	
Festivals and food	

What are the units I will study in Year 11 and 12?



# French

## What is this course about?

Current links between Australia and the French-speaking world are strong; they include bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives and communications, strategic and defence priorities. France is a leading destination for Australian travellers and a partner in work-exchange opportunities in hospitality, tourism and international relations.

Learning French provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

## How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding and analysing French texts in English and in French
- Creating French texts
- Exchanging information and ideas in French

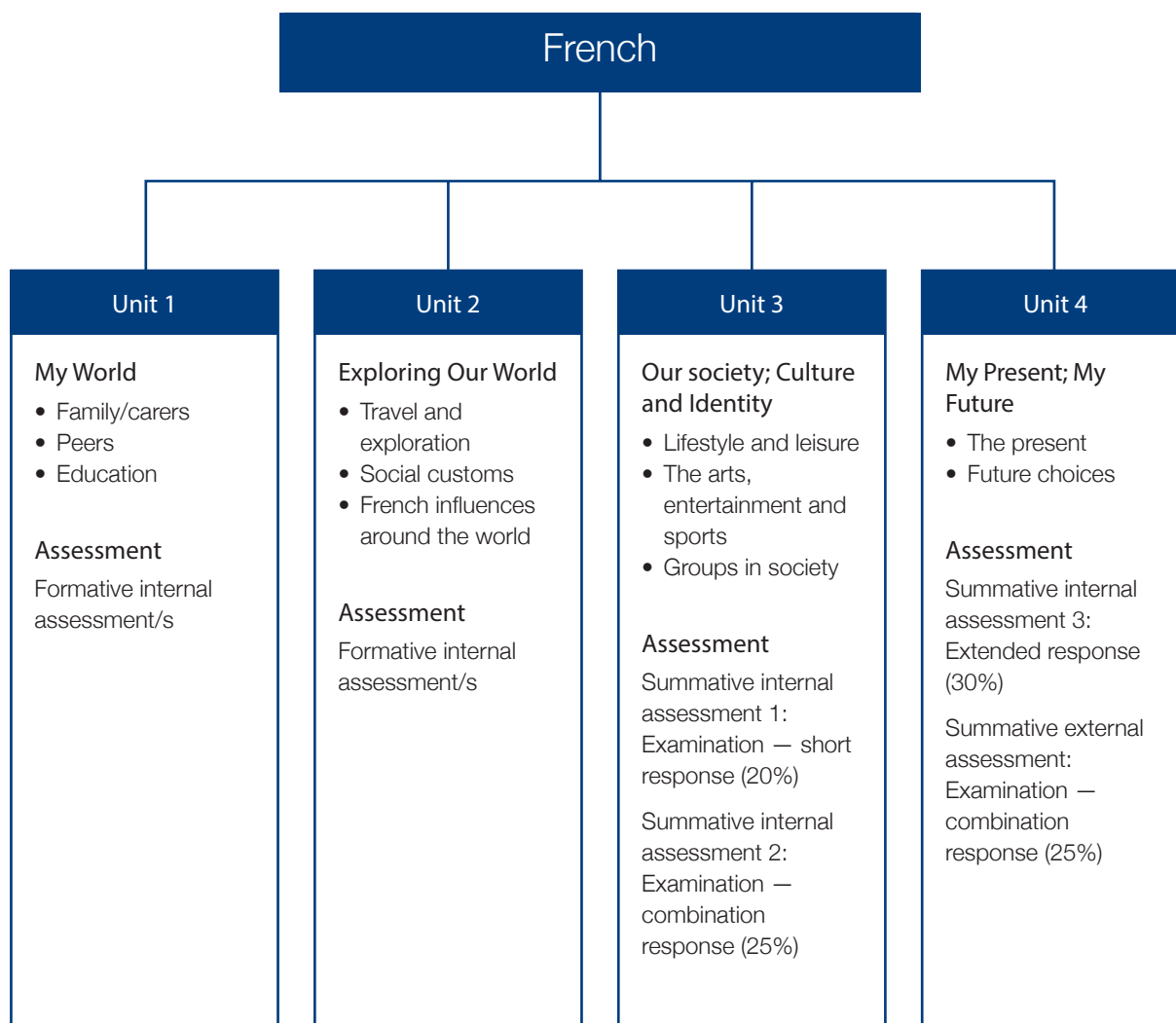
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 French and have participated in the Year 9 course for two semesters to be eligible for this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Family and friends, school, leisure and travel, social issues and cultural events</li> <li>• Systems of language — including sound, writing, grammatical and textual conventions</li> <li>• Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</li> <li>• The role of language and culture in the exchange of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings</li> <li>• Interpreting and conveying information through a range of oral, written and multimodal texts</li> <li>• Engaging with imaginative experience by participating in, responding to and creating a range of texts</li> <li>• Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</li> <li>• Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity</li> </ul>

Year 10 Units	Year 10 Assessment
Travel and leisure	<b>Types of assessment in Languages:</b> <ul style="list-style-type: none"> <li>• Examination: short response (listening/reading/viewing). In this exam, students respond to French visual, spoken and written texts in English and French.</li> <li>• Extended response: In this exam, students create French texts, and speak in French to stimulus.</li> <li>• Presentation: response to stimulus. Students create a presentation based on texts they have read or viewed and respond to questions in spoken French.</li> <li>• Examination: spoken interview. In this exam, students have a conversation with their teacher about the topic of study.</li> </ul>
Daily routines, health and lifestyle	
City vs Countryside	
The Environment	

What are the units I will study in Year 11 and 12?





### What is this course about?

German is one of three procedural languages for the European Union and the first language of 120 million Europeans. In particular, the interplay between culture and language can be seen in the global influence of the past and contemporary achievements of German-speaking communities in architecture, The Arts, engineering, philosophy, recreational pursuits and scientific innovations, particularly those related to environmental sustainability.

Learning German provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding and analysing German texts in English and in German
- Creating German texts
- Exchanging information and ideas in German

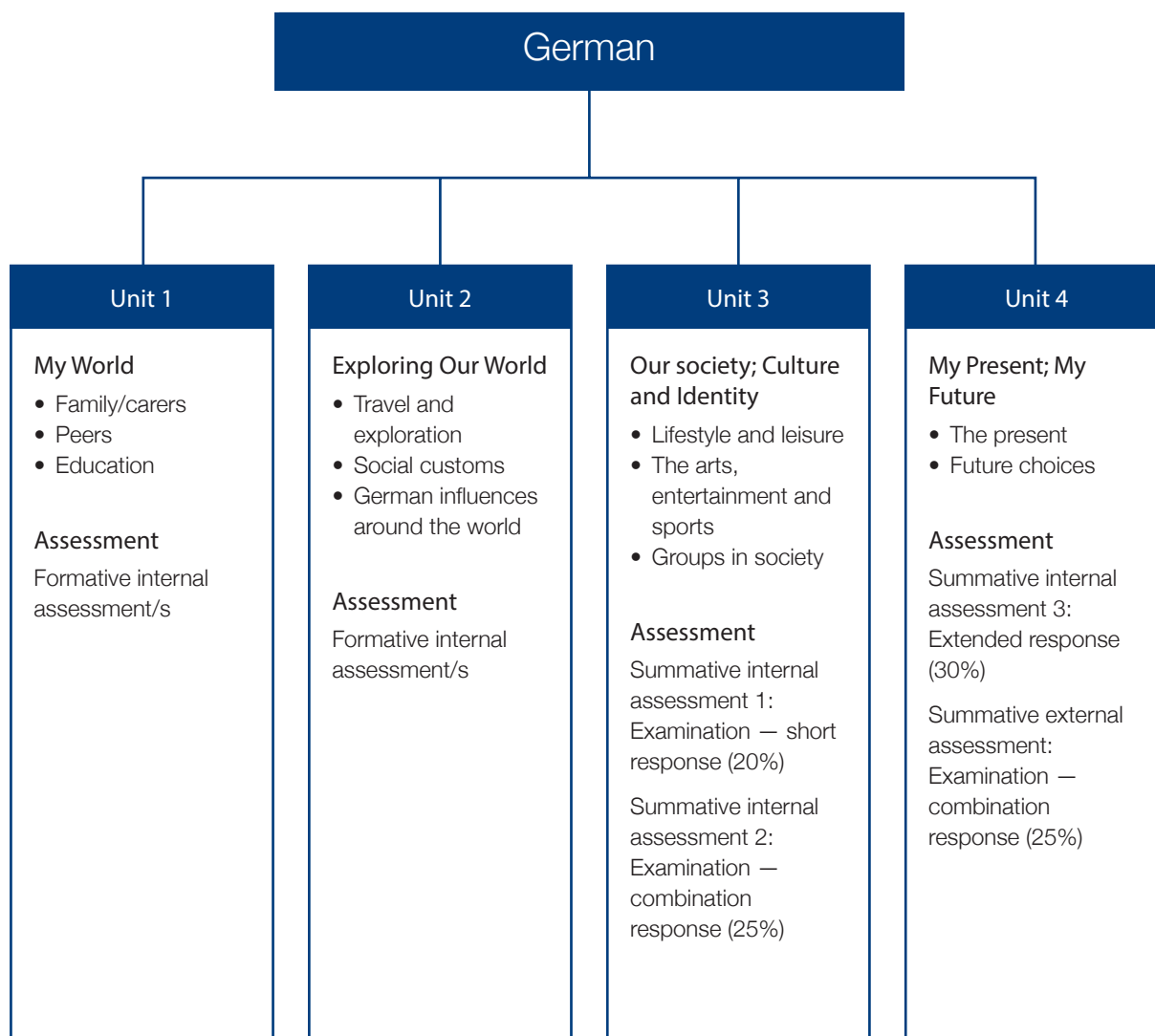
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 German and have participated in the Year 9 course for two semesters to be eligible for this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Family and friends, school, leisure and travel, social issues and cultural events</li> <li>• Systems of language — including sound, writing, grammatical and textual conventions</li> <li>• Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</li> <li>• The role of language and culture in the exchange of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings</li> <li>• Interpreting and conveying information through a range of oral, written and multimodal texts</li> <li>• Engaging with imaginative experience by participating in, responding to and creating a range of texts</li> <li>• Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</li> <li>• Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity</li> </ul>

Year 10 Units	Year 10 Assessment
Technology and Social Media	<b>Types of assessment in Languages:</b> <ul style="list-style-type: none"> <li>• Examination: short response (listening/reading/viewing). In this exam, students respond to German visual, spoken and written texts in English and German.</li> <li>• Extended response: In this exam, students create German, and speak in German about a stimulus.</li> <li>• Presentation: response to stimulus. Students create a presentation based on texts they have read or viewed and respond to questions in spoken German.</li> <li>• Examination: spoken interview. In this exam, students have a conversation with their teacher about the topic of study.</li> </ul>
Family and Youth	
Berlin	
The Environment	

What are the units I will study in Year 11 and 12?



# Italian

## What is this course about?

Learning Italian offers Australian students access to the rich literary, musical and artistic heritage of Italy. As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in actual and virtual connections with Italian communities in Italy and beyond.

Learning Italian provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

## How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding and analysing Italian texts in English and in Italian
- Creating Italian texts
- Exchanging information and ideas in Italian

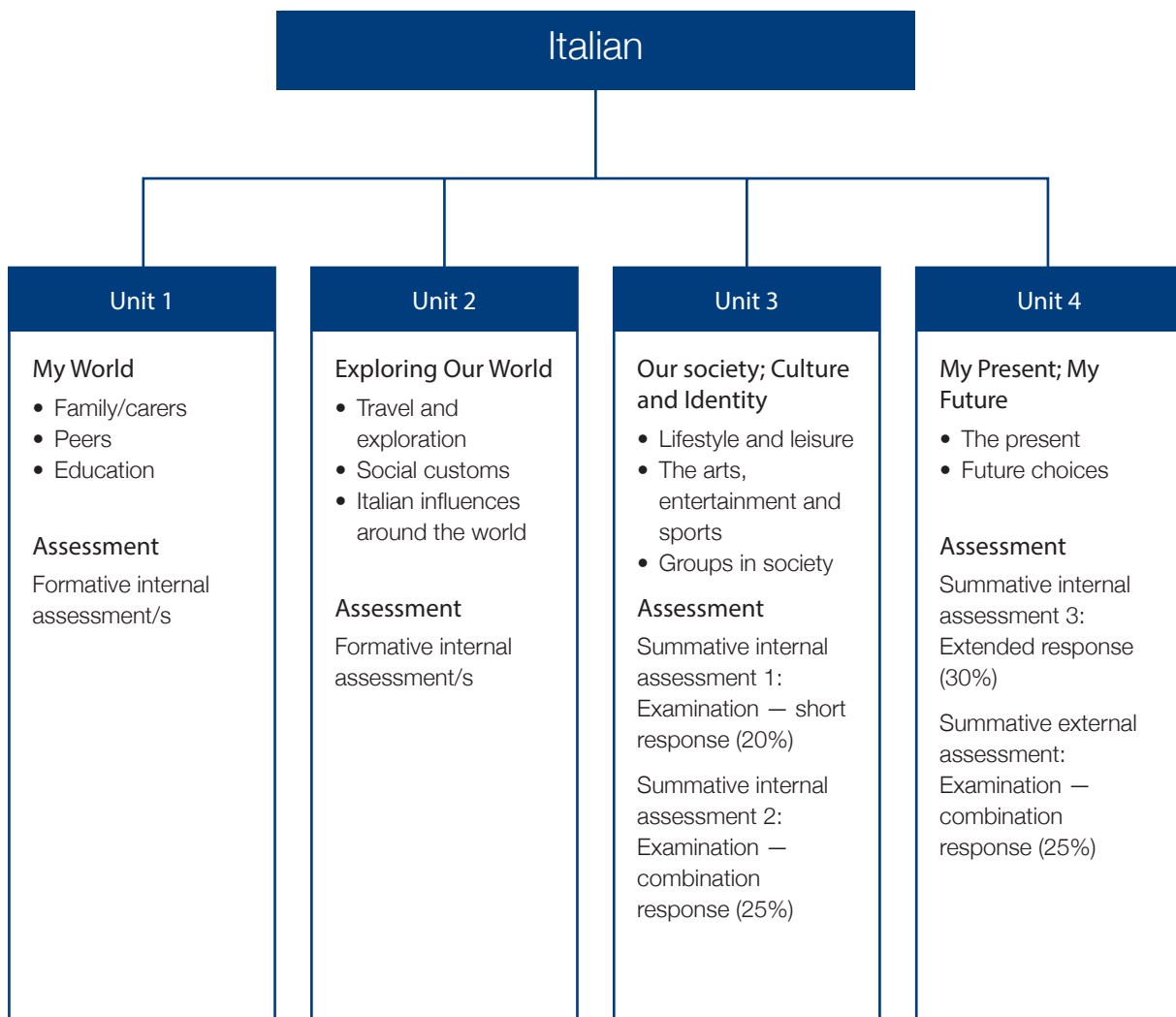
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 Italian and have participated in the Year 9 course for two semesters to be eligible for this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Family and friends, school, leisure and travel, social issues and cultural events</li> <li>• Systems of language — including sound, writing, grammatical and textual conventions</li> <li>• Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</li> <li>• The role of language and culture in the exchange of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings</li> <li>• Interpreting and conveying information through a range of oral, written and multimodal texts</li> <li>• Engaging with imaginative experience by participating in, responding to and creating a range of texts</li> <li>• Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</li> <li>• Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity</li> </ul>

Year 10 Units	Year 10 Assessment
Travel	<b>Types of assessment in Languages:</b> <ul style="list-style-type: none"> <li>• Examination: short response (listening/reading/viewing). In this exam, students respond to Italian visual, spoken and written texts in English and Italian.</li> <li>• Extended response: In this exam, students create Italian texts, and speak in Italian about a stimulus.</li> <li>• Presentation: response to stimulus. Students create a presentation based on texts they have read or viewed and respond to questions in spoken Italian.</li> <li>• Examination: spoken interview. In this exam, students have a conversation with their teacher about the topic of study.</li> </ul>
Healthy Living	
Environment	
Fairy Tales	

What are the units I will study in Year 11 and 12?



# Japanese

## What is this course about?

Japanese is recognised as an important language for young Australians to learn as Australia progresses towards a future of increased trade and engagement with Asia. Japanese culture influences many areas of contemporary Australian society, including The Arts, design, technology, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for more than 50 years and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

Learning Japanese provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

## How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding and analysing Japanese texts in English and in Japanese
- Creating Japanese texts
- Exchanging information and ideas in Japanese

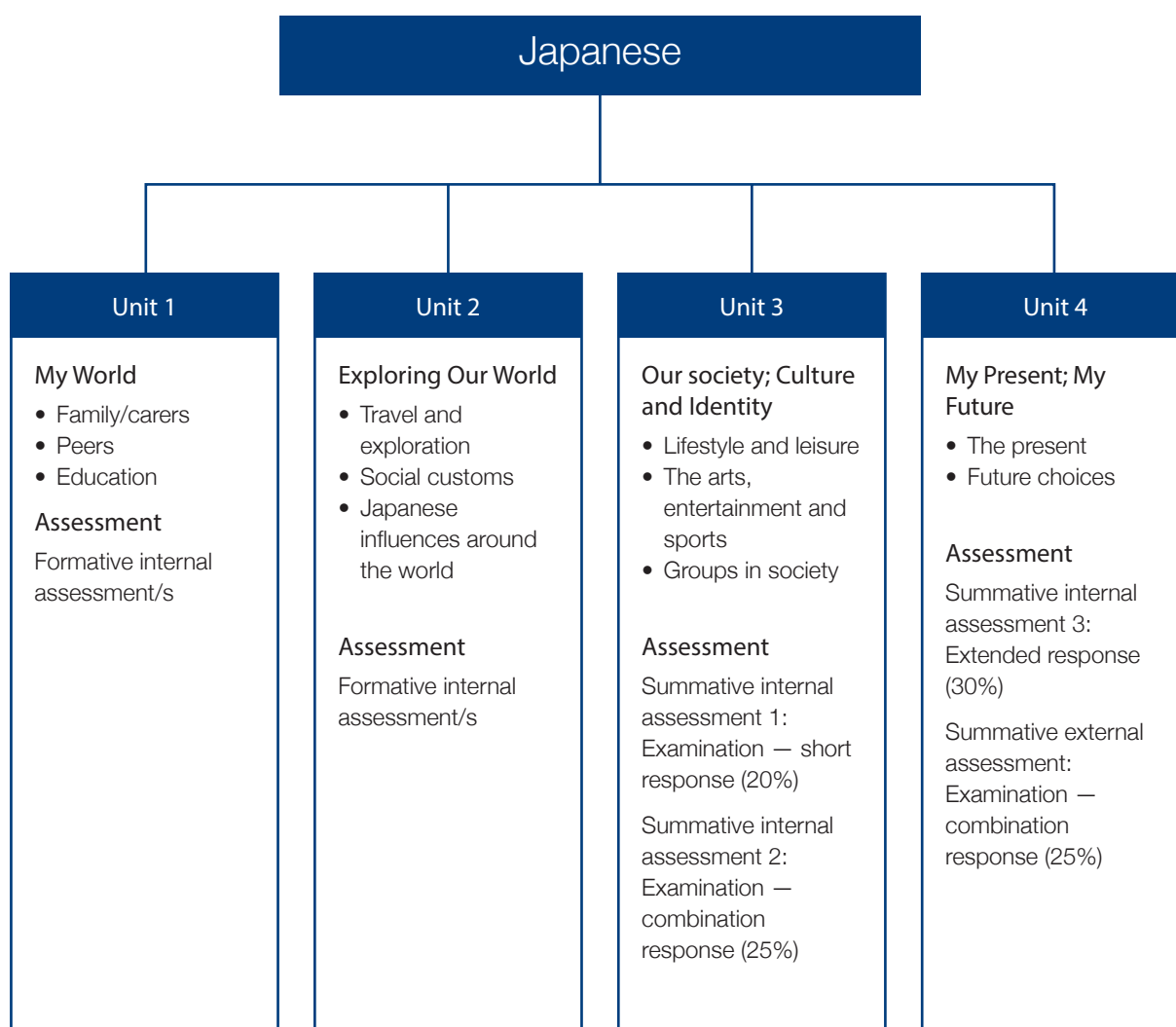
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 Japanese and have participated in the Year 9 course for two semesters to be eligible for this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Family and friends, school, leisure and travel, social issues and cultural events</li> <li>• Systems of language — including sound, writing, grammatical and textual conventions</li> <li>• Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</li> <li>• The role of language and culture in the exchange of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings</li> <li>• Interpreting and conveying information through a range of oral, written and multimodal texts</li> <li>• Engaging with imaginative experience by participating in, responding to and creating a range of texts</li> <li>• Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</li> <li>• Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity</li> </ul>

Year 10 Units	Year 10 Assessment
Self-Introductions and Milestones	<b>Types of assessment in Languages:</b> <ul style="list-style-type: none"> <li>• Examination: short response (listening/reading/viewing). In this exam, students respond to Japanese visual, spoken and written texts in English and Japanese.</li> <li>• Extended response: In this exam, students create Japanese texts, and speak in Japanese about a stimulus.</li> <li>• Presentation: response to stimulus. Students create a presentation based on texts they have read or viewed and respond to questions in spoken Japanese.</li> <li>• Examination: spoken interview. In this exam, students have a conversation with their teacher about the topic of study.</li> </ul>
Lifestyle and Leisure	
City Life, Country Life	
Part-Time Jobs	

What are the units I will study in Year 11 and 12?



### What is this course about?

Spanish is the second-most spoken language in the world. The migration of Spanish speakers to Australia has been ongoing over the centuries and continues into the present. It is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education. Due to this steady history of migration, Spanish remains an important community language throughout Australia and there are many opportunities for students to engage with the Spanish language and culture in daily life.

Learning Spanish provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding and analysing Spanish texts in English and in Spanish
- Creating Spanish texts
- Exchanging information and ideas in Spanish

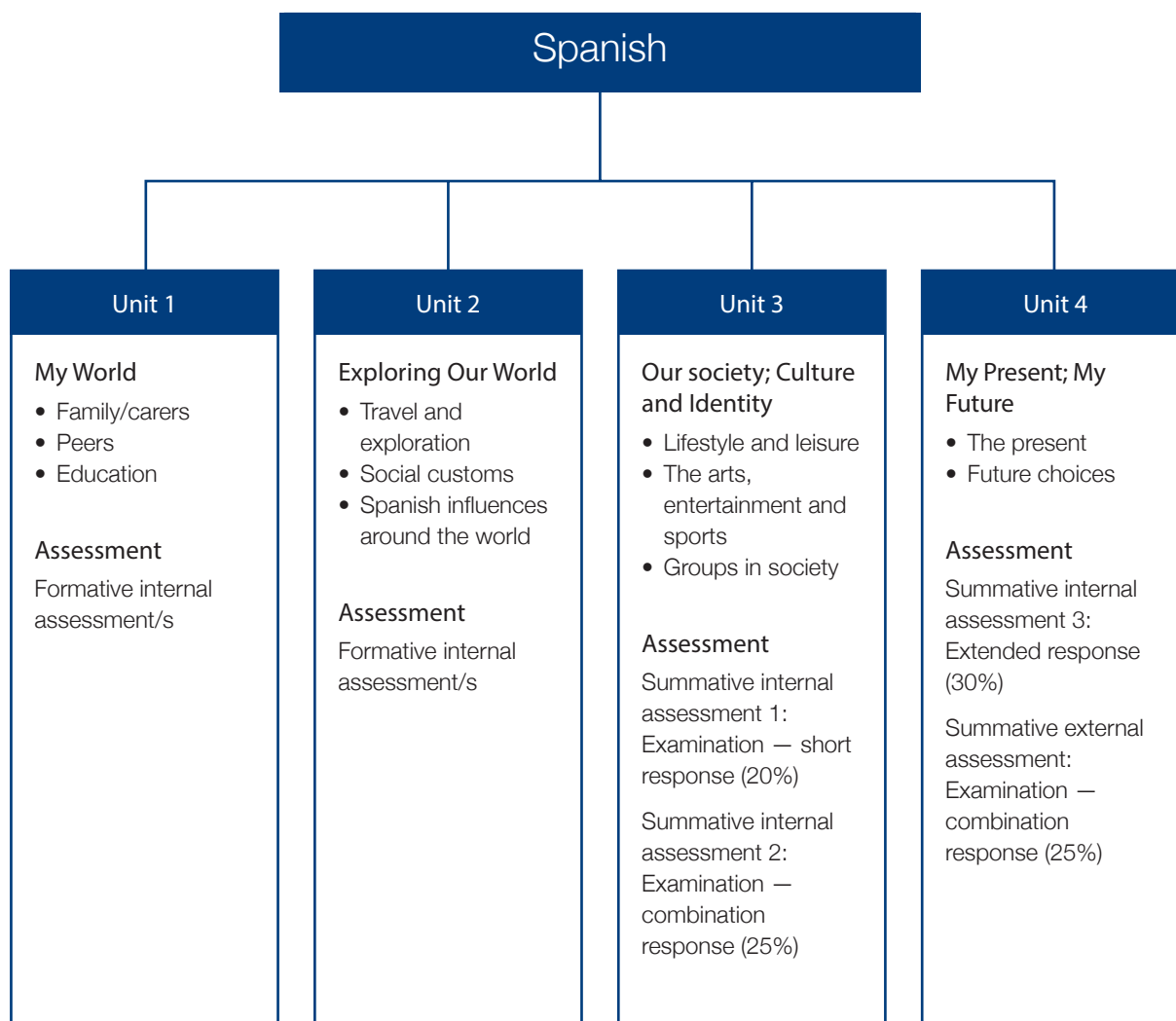
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 Spanish and have participated in the Year 9 course for two semesters to be eligible for this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Family and friends, school, leisure and travel, social issues and cultural events</li> <li>• Systems of language — including sound, writing, grammatical and textual conventions</li> <li>• Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place</li> <li>• The role of language and culture in the exchange of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings</li> <li>• Interpreting and conveying information through a range of oral, written and multimodal texts</li> <li>• Engaging with imaginative experience by participating in, responding to and creating a range of texts</li> <li>• Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others</li> <li>• Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity</li> </ul>

Year 10 Units	Year 10 Assessment
Travel and Tourism	<b>Types of assessment in Languages:</b> <ul style="list-style-type: none"> <li>• Examination: short response (listening/reading/viewing). In this exam, students respond to Spanish visual, spoken and written texts in English and Spanish.</li> <li>• Extended response: In this exam, students create Spanish texts, and speak in Spanish to stimulus.</li> <li>• Presentation: response to stimulus. Students create a presentation based on texts they have read or viewed and respond to questions in spoken Spanish.</li> <li>• Examination: spoken interview. In this exam, students have a conversation with their teacher about the topic of study.</li> </ul>
Healthy Lifestyles	
The Environment	
Friendships and Storytelling	

What are the units I will study in Year 11 and 12?



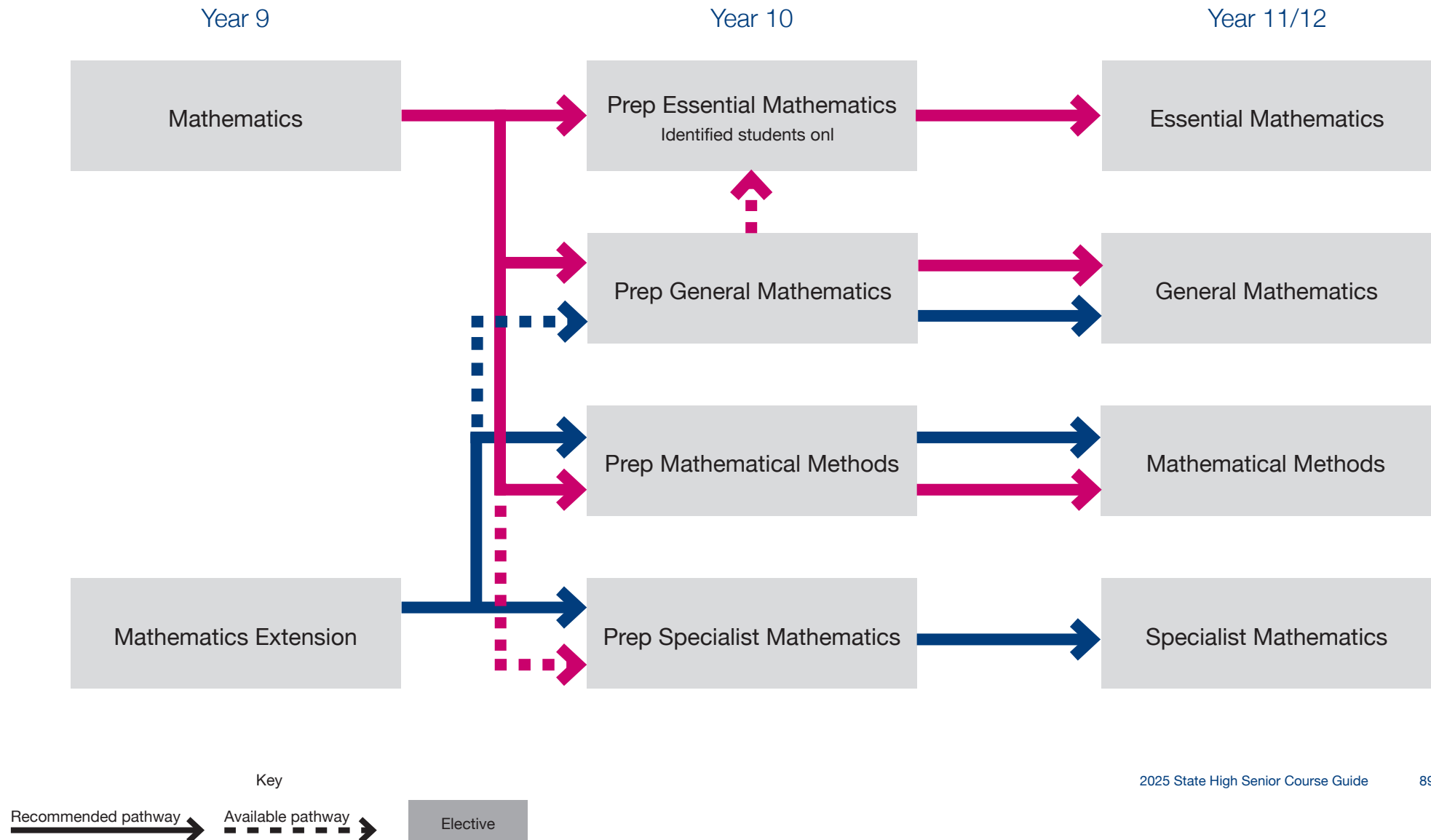


# Mathematics

89	Subject map
90	General Mathematics
92	Mathematical Methods
94	Specialist Mathematics
96	Essential Mathematics



# Learning area: Mathematics



# General Mathematics

## What is this course about?

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. In Year 11, students undertaking General Mathematics will study concepts including algebra, matrices, trigonometry, networks and finance.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

General Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies or vocational education. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

## How will I be assessed?

Assessment for the course will be via mostly examinations with a Problem Solving and Modelling Task (PSMT).

## What will help me be successful in this course? (Readiness for Year 10)

To be successful in this course, it is highly recommended that students have achieved a minimum C result in their Year 9 Mathematics course. Note that there is a significant amount of Algebra and Trigonometry in this course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Money</li> <li>• Algebra</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Data</li> <li>• Linear Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking flexibly to solve problems using mathematical concepts and techniques</li> <li>• Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions</li> <li>• Evaluating the reasonableness of solutions</li> <li>• Justifying procedures and decisions by explaining mathematical reasoning</li> <li>• Demonstrating persistence in applying mathematical concepts and techniques to complex, unfamiliar situations</li> </ul>

Year 10 Units	Year 10 Assessment
Algebra; Trigonometry	Examination (Term content)
Algebra; Measurement; Trigonometry Geometry	Examination (Semester content)
Data	Problem-Solving and Modelling Task
Linear Relationships; Money Data	Examination (Semester content)

What are the units I will study in Year 11 and 12?



# Mathematical Methods

## What is this course about?

The major domains in Mathematical Methods are algebra, functions, relations and their graphs, calculus and statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection and build on algebra, functions and their graphs and probability. Calculus is essential for developing an understanding of the physical world. The domain statistics are used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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.

## How will I be assessed?

Assessment for the course will be via mostly examinations with a Problem Solving and Modelling Task (PSMT).

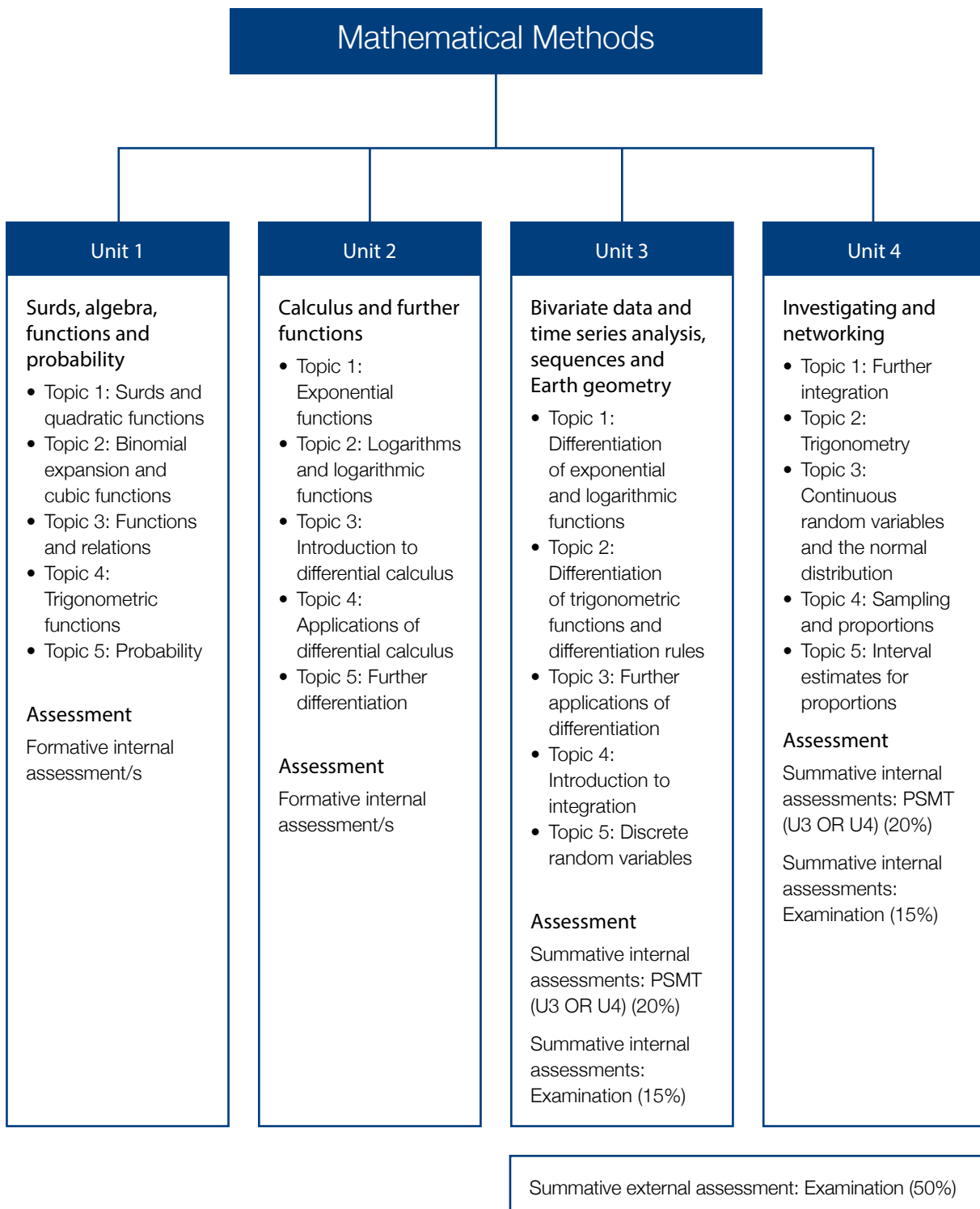
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: A minimum B result in their Year 9 Mathematics course. It is also highly recommended that to pursue Mathematical Methods in Year 11, a B standard is maintained throughout the Year 10 course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>Algebra</li> <li>Statistics</li> <li>Functions</li> <li>Probability</li> <li>Trigonometry</li> <li>Measurement</li> </ul>	<ul style="list-style-type: none"> <li>Thinking flexibly to solve problems using mathematical concepts and techniques</li> <li>Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions</li> <li>Evaluating the reasonableness of solutions</li> <li>Justifying procedures and decisions by explaining mathematical reasoning</li> <li>Demonstrating persistence in applying mathematical concepts and techniques to complex unfamiliar situations</li> </ul>

Year 10 Units	Year 10 Assessment
Linear Relationships; Algebra and Linear Equations	Examination (Term content)
Trigonometry; Functions and Quadratics	Examination (Semester content)
Non-Linear Relationships; Area, Surface Area and Index and Log Laws	Examination (Term content)
Probability and Statistics	Problem-Solving and Modelling Task Examination (Semester content)

What are the units I will study in Year 11 and 12?



### What is this course about?

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Specialist Mathematics is suited to students who are interested in a tertiary pathway beyond school. The subject touches on many different fields of mathematics, giving students an appreciation of the breadth of possibilities that are available to someone who has a keen interest in mathematics and would like to turn that interest into a vocation.

### How will I be assessed?

Assessment for the course will be via mostly examinations with a Problem Solving and Modelling Task (PSMT).

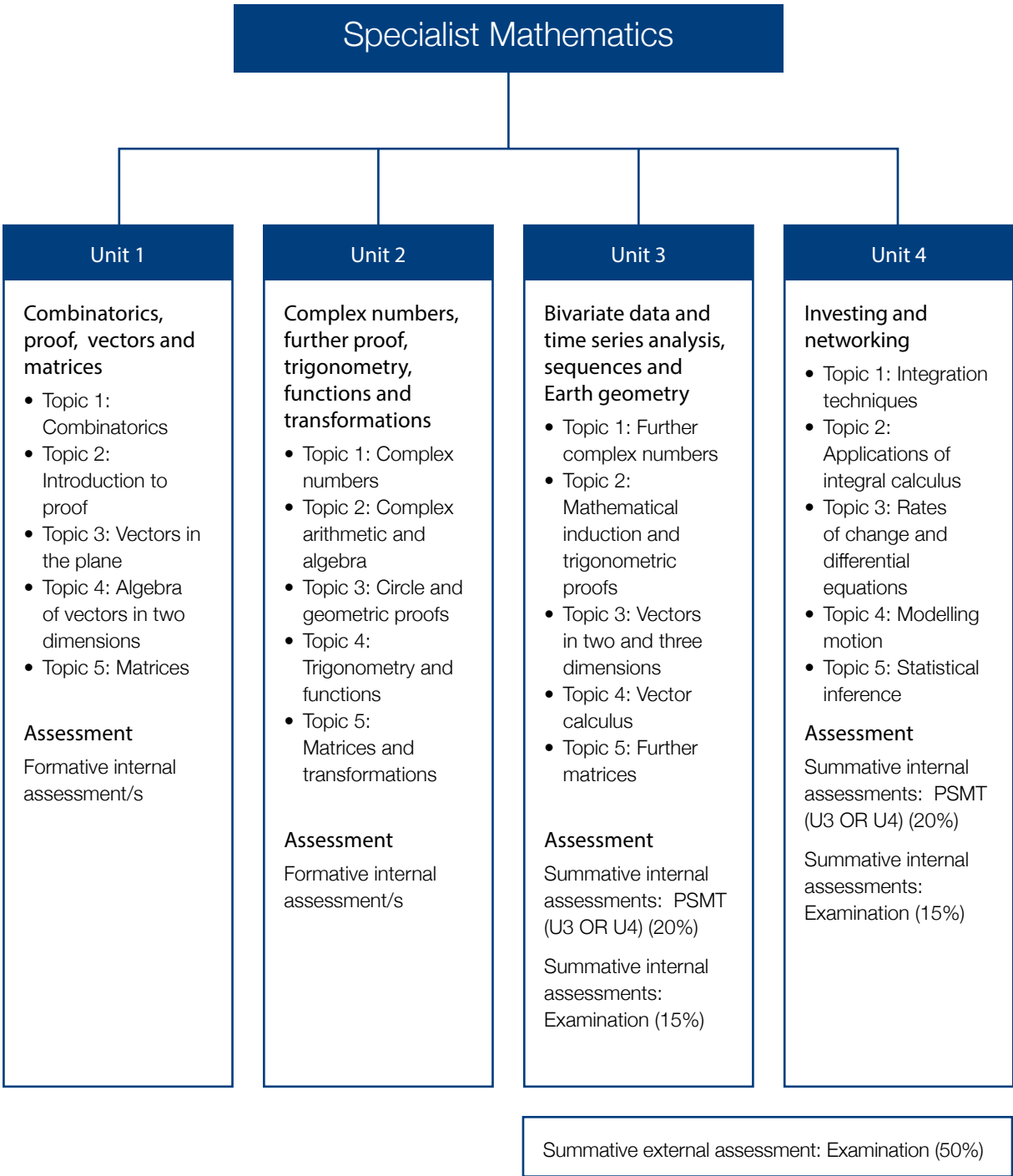
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: A minimum A result in their Year 9 Mathematics course or a minimum of an A in their Year 9 Maths extension course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Unit circle</li> <li>• Vectors and Polar coordinates</li> <li>• Number theory</li> <li>• Proofs</li> <li>• Conics</li> <li>• Absolute values and Inequalities</li> <li>• Advanced algebra</li> <li>• Combinatorics</li> <li>• Sequences and series</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking flexibly to solve problems using mathematical concepts and techniques</li> <li>• Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions</li> <li>• Evaluating the reasonableness of solutions</li> <li>• Justifying procedures and decisions by explaining mathematical reasoning</li> <li>• Demonstrating persistence in applying mathematical concepts and techniques to complex unfamiliar situations</li> </ul>

Year 10 Units	Year 10 Assessment
Number Theory; Proofs; Unit Circle	Examination (Term content)
Polar Coordinates; Vectors; Number Theory; Proofs; Unit Circle	Examination (Semester content)
Probability; Algebra	Problem-Solving and Modelling Task
Problem-solving Skills; Algebra; Conics; Absolute Values and Inequalities; Sequences and Series	Examination (Semester content)

What are the units I will study in Year 11 and 12?





# Essential Mathematics

## What is this course about?

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, in order to develop thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, developing leadership skills through self-direction and productivity. They will show curiosity and imagination and appreciate the benefits of technology. Through this learning, students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## How will I be assessed?

Assessment for the course will be via two examinations and two Problem Solving and Modelling Tasks (PSMTs).

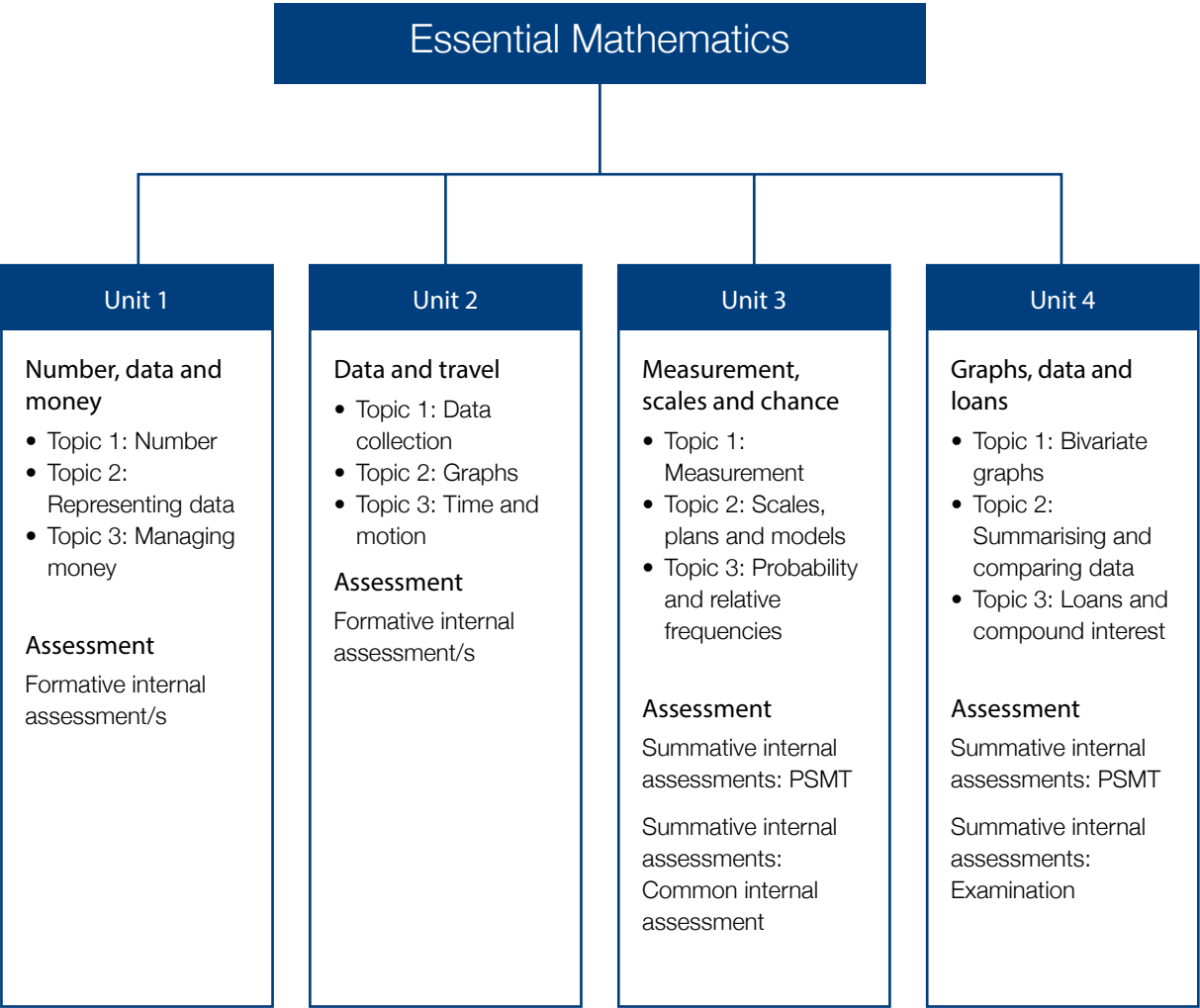
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: completion of a Year 9 Mathematics course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Number</li> <li>• Statistics</li> <li>• Finance</li> <li>• Measurement</li> <li>• Probability</li> <li>• Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking flexibly to solve problems using mathematical concepts and techniques</li> <li>• Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions</li> <li>• Evaluating the reasonableness of solutions</li> <li>• Justifying procedures and decisions by explaining mathematical reasoning</li> <li>• Demonstrating persistence in applying mathematical concepts and techniques to complex, unfamiliar situations</li> </ul>

Year 10 Units	Year 10 Assessment
Measurement and Trigonometry	Examination (term content)
Number and Finance	Problem Solving Modelling Task
Probability and Statistics	Examination (term content)
Number and Algebra	Problem Solving Modelling Task

What are the units I will study in Year 11 and 12?

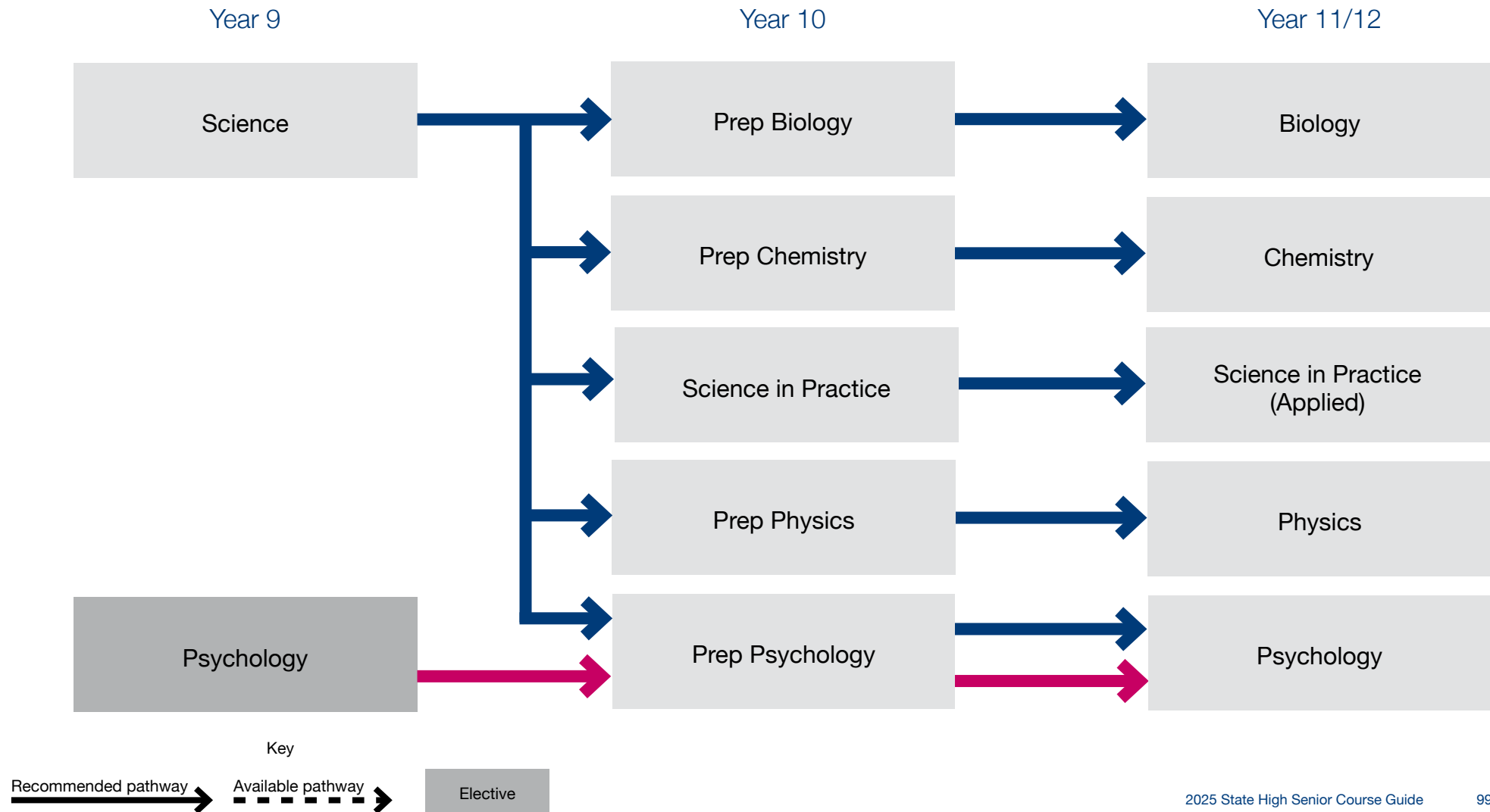


# Science

99	Subject map
100	Biology
102	Chemistry
104	Physics
106	Psychology
108	Science in Practice (Applied)



# Learning area: Science



# Biology

## What is this course about?

Biology provides opportunities for students to engage with living systems.

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

The course aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated
- understanding of major biological concepts, theories and models related to biological systems at all scales, for subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop and influence society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres

## How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Describing ideas and findings.
- Applying understanding of scientific concepts.
- Analysis of data.
- Interpretation of evidence.
- Investigation of phenomena.
- Evaluation of conclusions, claims and processes.

## What will help me be successful in this course? (Readiness for Year 10)

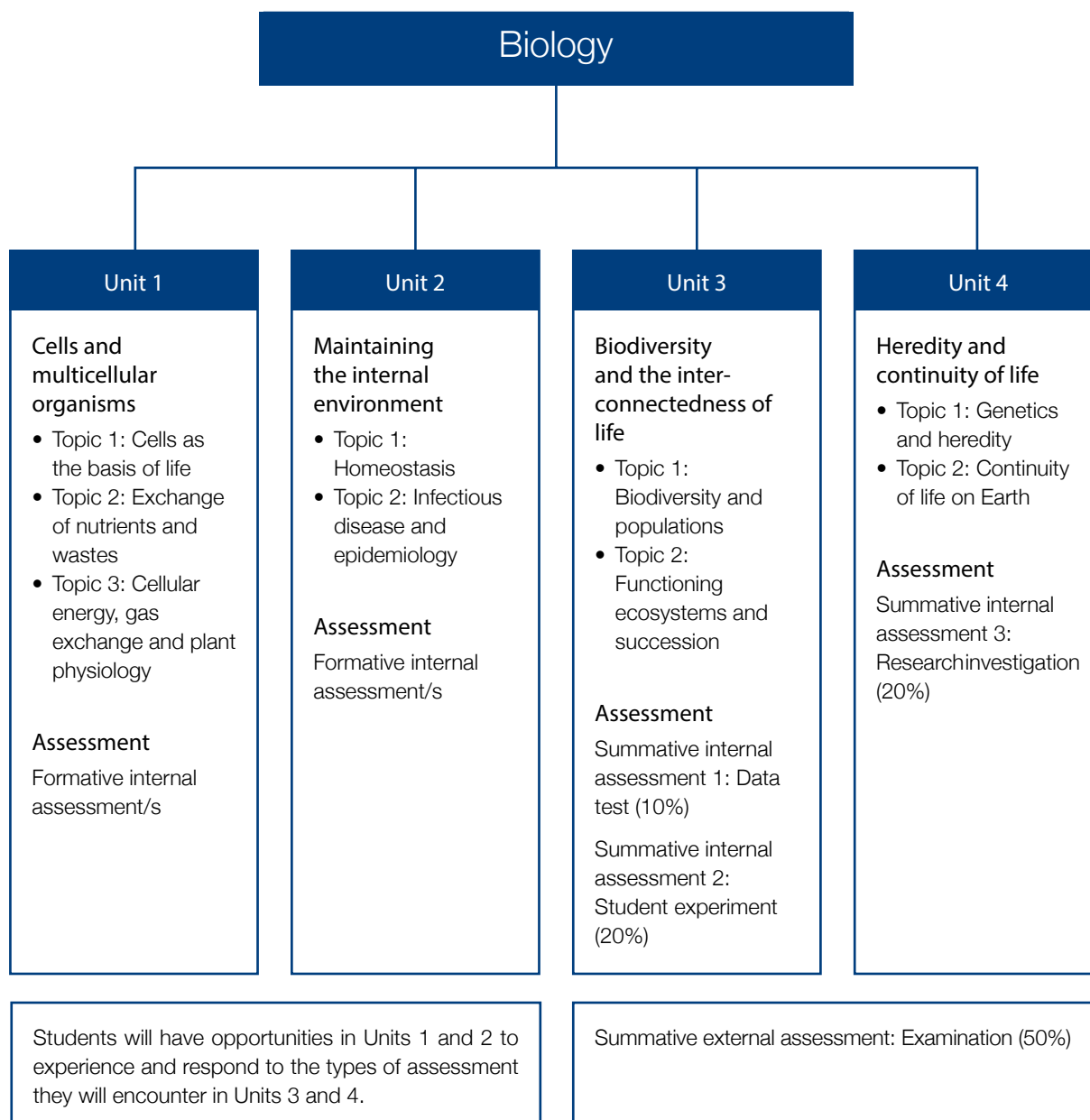
To get the most out of this course, it is recommended that students have achieved a minimum academic result of

- C in Year 9 Science
- C in Year 9 English

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Genetics and Evolution</li> <li>• Plant systems</li> <li>• Biotechnology and Ecology</li> <li>• Energy and metabolism</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and explaining scientific concepts, theories, models and systems and their limitations</li> <li>• Applying understanding of scientific concepts, theories, models and systems within their limitations</li> <li>• Evaluating processes, claims and conclusions</li> <li>• Communicating understandings, findings, arguments and conclusions with clarity and precision</li> <li>• Questioning and posing problems to analyse and interpret evidence and investigate phenomena</li> </ul>

Year 10 Units	Year 10 Assessment
Genetics and evolution	Examination
Plant systems	Student experiment
Energy and metabolism	Data test
Biotechnology and ecology	Research investigation

What are the units I will study in Year 11 and 12?



## Chemistry

## What is this course about?

Chemistry is the study of materials and their properties and structure.

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary study, vocational education and work. 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.

The course aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research
- expertise in conducting a range of scientific investigations
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences

## How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Describing ideas and findings.
- Applying understanding of scientific concepts.
- Analysis of data.
- Interpretation of evidence.
- Investigation of phenomena.
- Evaluation of conclusion, claims and processes.

## What will help me be successful in this course? (Readiness for Year 10)

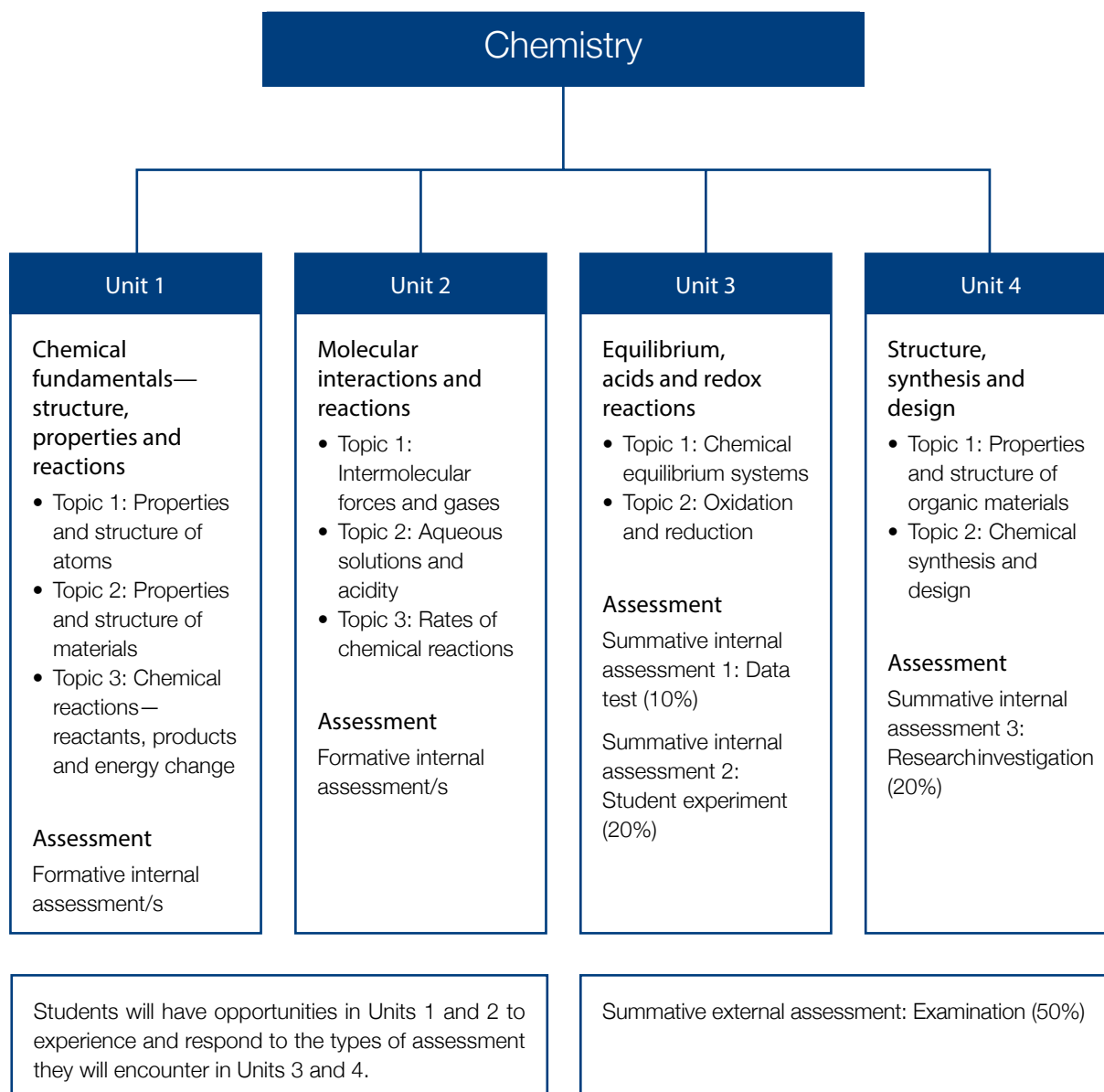
To get the most out of this course, it is recommended that students have achieved a minimum academic result of:

- B in Year 9 Science
- C in Year 9 English
- B in Year 9 Mathematics (core or extension)

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Periodic table and trends</li> <li>• Atomic structure</li> <li>• Analytical technologies</li> <li>• Stoichiometry</li> <li>• Introduction to bonding</li> <li>• Isotopes</li> <li>• Chemical reactions</li> <li>• Rates of reaction</li> <li>• Compounds and mixtures</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and explaining scientific concepts, theories, models and systems and their limitations</li> <li>• Applying understanding of scientific concepts, theories, models and systems within their limitations</li> <li>• Evaluating processes, claims and conclusions</li> <li>• Communicating understandings, findings, arguments and conclusions with clarity and precision</li> <li>• Questioning and posing problems to analyse and interpret evidence and investigate phenomena</li> </ul>

Year 10 Units	Year 10 Assessment
Atoms, elements and chemical equations	Examination
Rates of reaction	Student experiment
Atomic structure, Periodic Table and trends	Data test
Atoms and elements	Research investigation

What are the units I will study in Year 11 and 12?





# Physics

## What is this course about?

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

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

The course aims to develop students':

- understanding that diverse natural phenomena may be explained, analysed and predicted
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and how physics knowledge is used in a wide range of contexts
- investigative skills, including designing and conducting of investigations to explore phenomena and solve problems, collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres

## How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Describing ideas and findings.
- Applying understanding of scientific concepts.
- Analysis of data.
- Interpretation of evidence.
- Investigation of phenomena.
- Evaluation of conclusions, claims and processes.

## What will help me be successful in this course? (Readiness for Year 10)

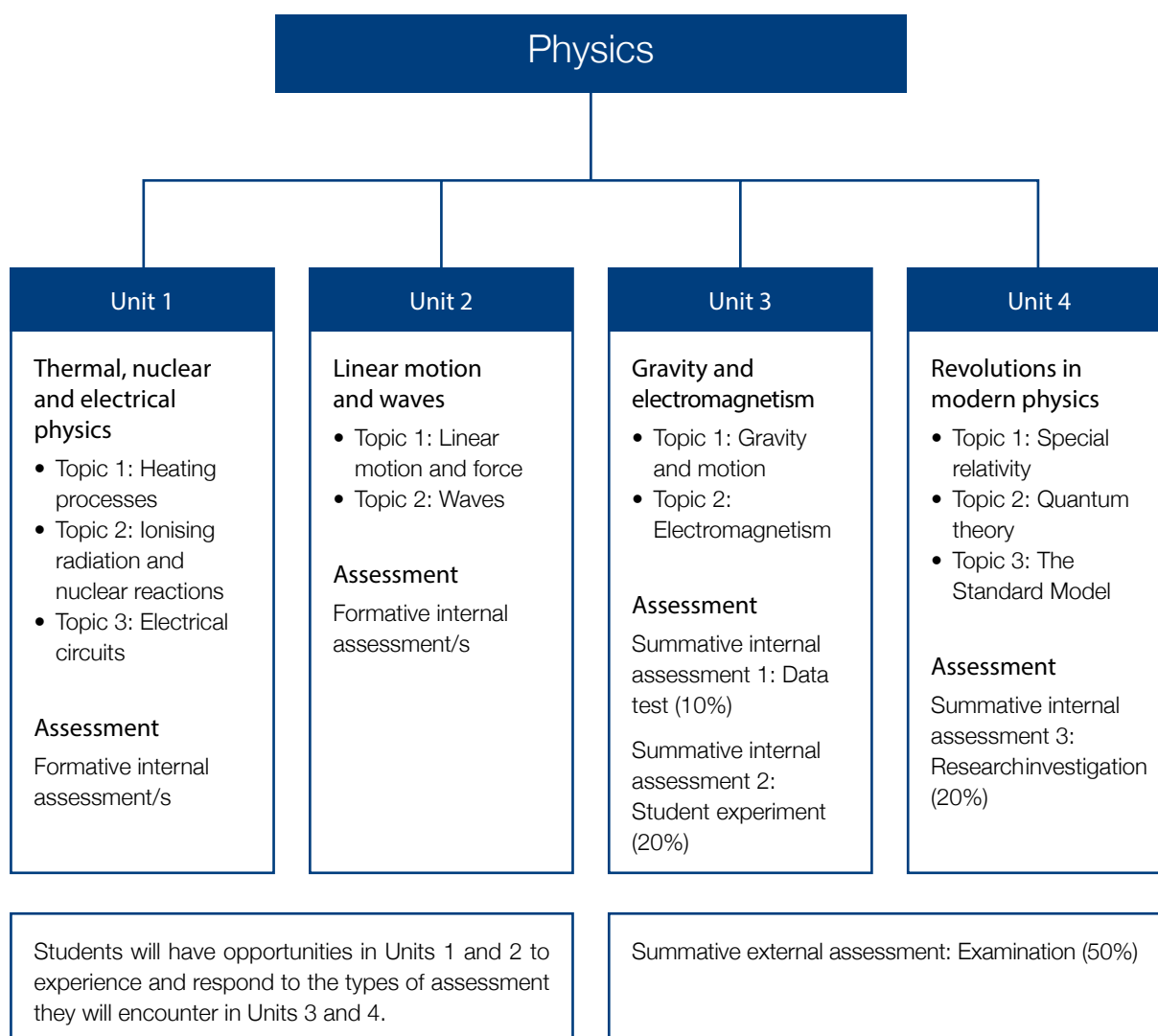
To get the most out of this course, it is recommended that students have achieved a minimum academic result of:

- B in Year 9 Science
- C in Year 9 English
- B in Year 9 Mathematics (core or extension)

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Motion</li> <li>• Newton's Laws</li> <li>• Energy</li> <li>• Electric circuits</li> <li>• Space science</li> <li>• Thermodynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and explaining scientific concepts, theories, models and systems and their limitations</li> <li>• Applying understanding of scientific concepts, theories, models and systems within their limitations</li> <li>• Evaluating processes, claims and conclusions</li> <li>• Communicating understandings, findings, arguments and conclusions with clarity and precision</li> <li>• Questioning and posing problems to analyse and interpret evidence and investigate phenomena</li> </ul>

Year 10 Units	Year 10 Assessment
Space science	Research investigation
Space science; Linear motion	Examination
Energy and electricity	Data test
Thermodynamics	Student experiment

What are the units I will study in Year 11 and 12?



# Psychology

## What is this course about?

Psychology is the scientific study of the human mind and its functions, especially those affecting how people behave, think and feel.

Psychology is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of health, law, business and education.

The course aims to develop students':

- interest in psychology and their appreciation of how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes, that continually influences human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations modes and genres

## How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Describing ideas and findings.
- Applying understanding of scientific concepts.
- Analysis of data.
- Interpretation of evidence.
- Investigation of phenomena.
- Evaluation of conclusions, claims and processes.

## What will help me be successful in this course? (Readiness for Year 10)

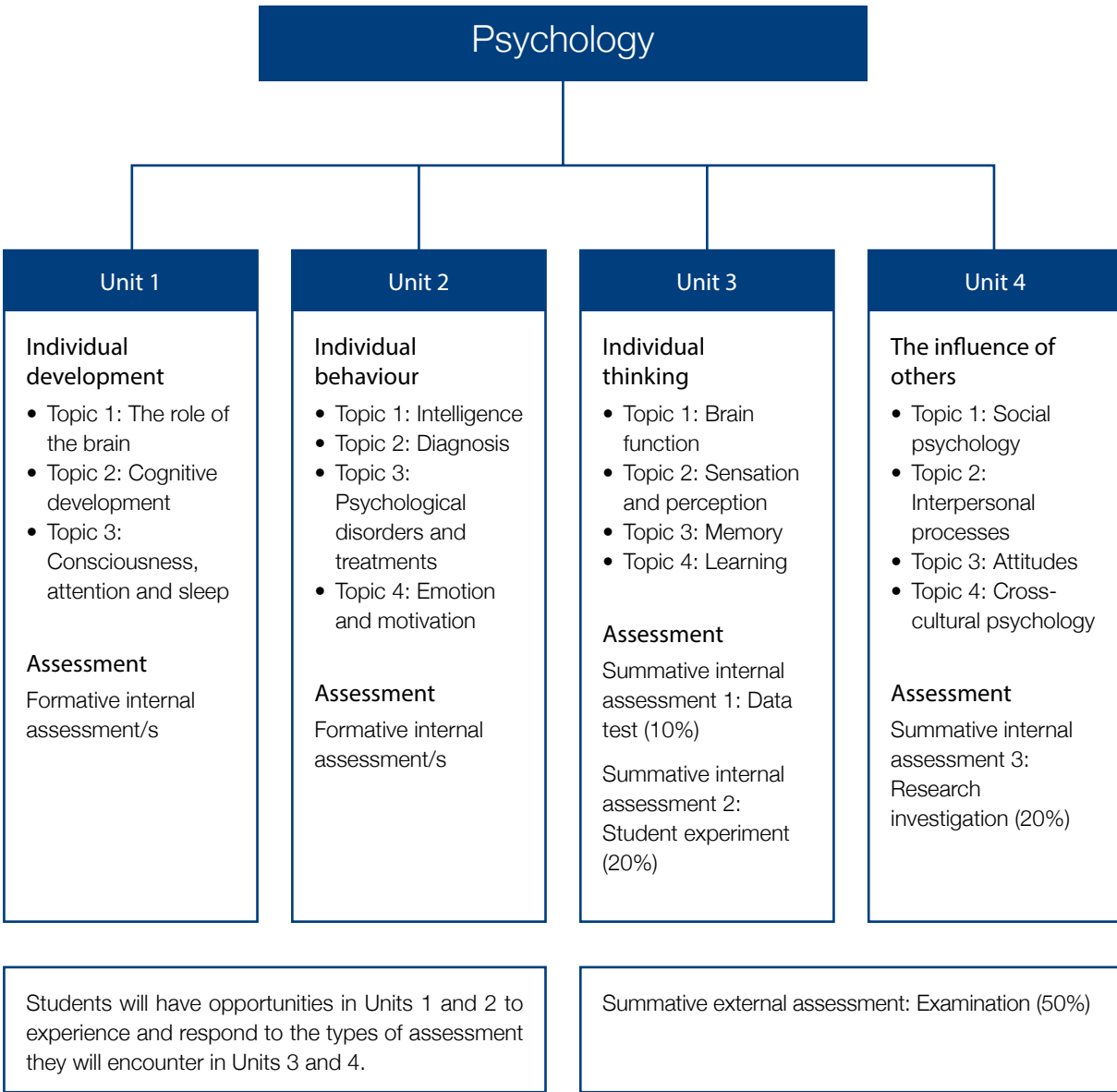
To get the most out of this course, it is recommended that students have achieved a minimum academic result of:

- B in Year 9 Science
- C in Year 9 English
- C in Year 9 Maths

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Research methods</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and explaining scientific concepts, theories, models and systems and their limitations</li> <li>• Applying understanding of scientific concepts, theories, models and systems within their limitations</li> <li>• Evaluating processes, claims and conclusions</li> <li>• Communicating understandings, findings, arguments and conclusions with clarity and precision</li> <li>• Questioning and posing problems to analyse and interpret evidence and investigate phenomena</li> </ul>

Year 10 Units	Year 10 Assessment
Research Methods	Data Test; Student Experiment
Consciousness, Attention and Sleep	Research Investigation
The Role of the Brain and Cognitive Development	Examination

What are the units I will study in Year 11 and 12?



### What is this course about?

Science in Practice is a hands-on science subject that helps students learn useful skills and ideas through real-world experiences. It combines knowledge from different areas of science and shows how science is used in the workplace and everyday life.

Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, for example, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

The course aims to develop students':

- awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens.
- strong interpersonal and ethical skills that assists with managing different situations and solve problems.
- ability to work effectively others by showing respect, being flexible, understanding different cultures, and working as a team to reach shared goals.
- communication skills by using the appropriate language, symbols and diagrams associated with scientific communication.

The learning experiences and assessment types are designed to prepare students for an Applied pathway in Year 11 and 12 (Science in Practice). Applied Science in Practice does not lead to a Year 11 General pathway to Biology, Chemistry, Physics or Psychology.

### How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Describe ideas and phenomena.
- Execute procedures.
- Analyse information.
- Interpret information.
- Evaluate conclusions and outcomes.
- Plan investigations and projects.

Please note that Preparation Science in Practice in Year 10 does not lead to a Year 11 General pathway to Biology, Chemistry, Physics or Psychology.

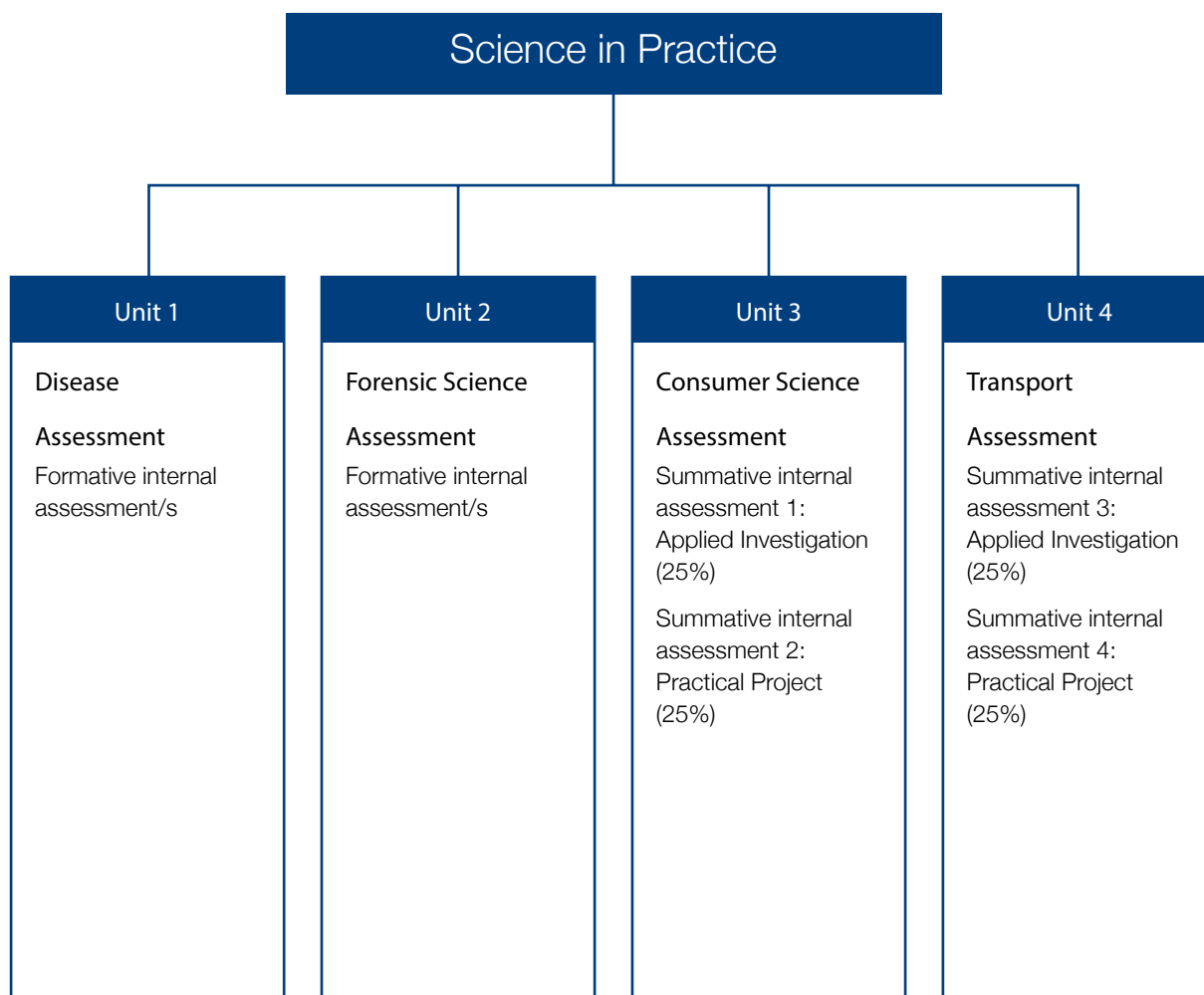
### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must have completed a Year 9 Science course.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Genetics</li> <li>• Periodic Table and Chemical Reactions</li> <li>• Climate Change</li> <li>• Motion</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and explaining scientific ideas and phenomena.</li> <li>• Planning and conducting scientific investigations.</li> <li>• Analysing and interpreting scientific information.</li> <li>• Evaluating conclusions and claims</li> <li>• Communicating effectively</li> </ul>

Year 10 Units	Year 10 Assessment
Genetics	Portfolio
Periodic Table and Chemical Reactions	Portfolio
Motion	Portfolio
Climate Change	Portfolio

What are the units I will study in Year 11 and 12?



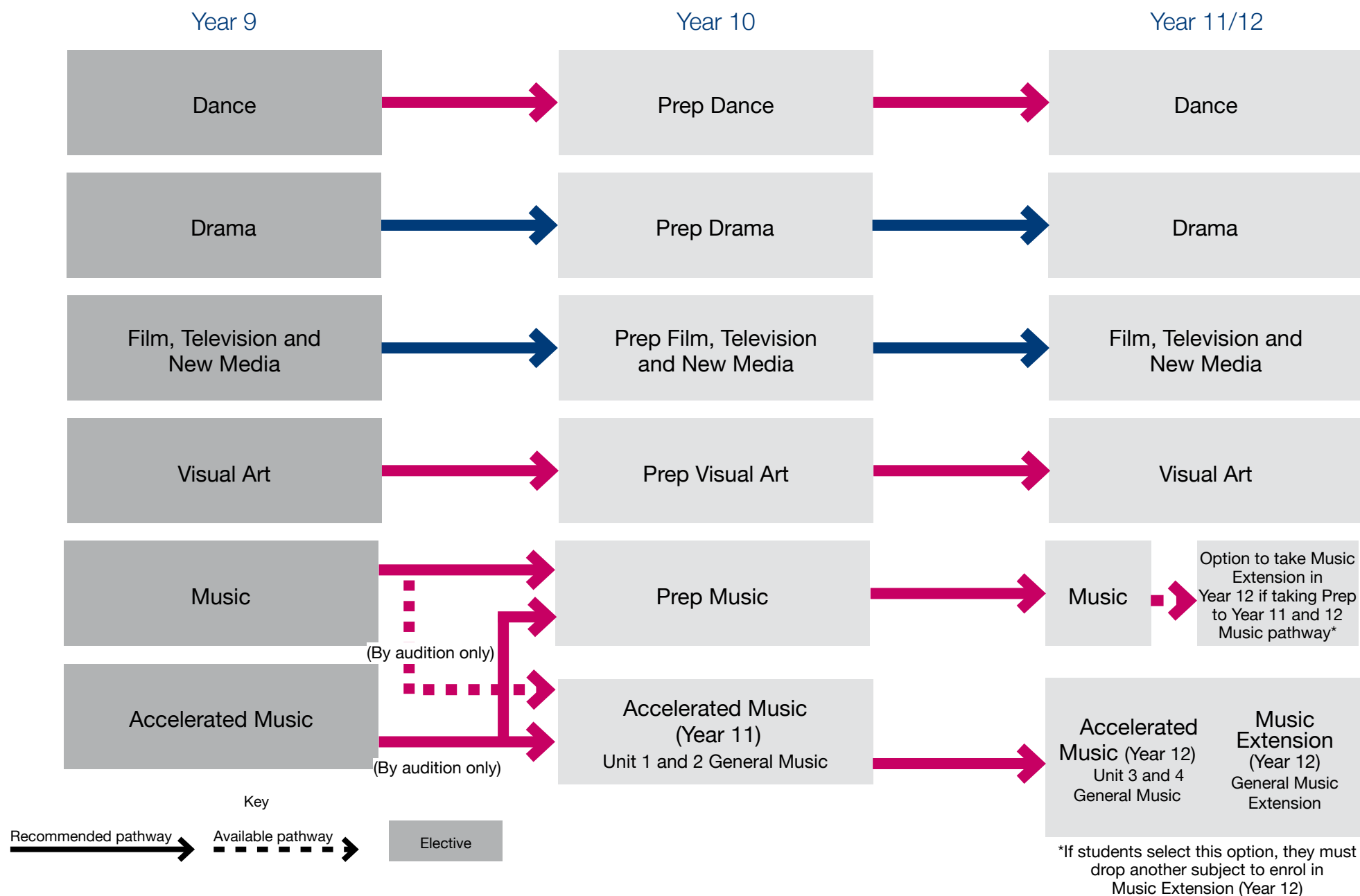
\*These topics are examples of those that may be studied.

# The Arts

111	Subject map
112	Dance
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117	Film, Television and New Media
120	Music
123	Music Extension (Year 12 only)
126	Visual Art



# Learning area: The Arts





# Dance

## What is this course about?

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time. Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher-order thinking and movement. Students will study dance as both artist and audience, in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Senior Dance students will work with professional and alumni artists in practical workshops exploring choreography, performance, site and style-specific techniques and screen dance.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance, they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical well-being and fosters social inclusion through focused experiences of valued collaborative practice.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Analyse and interpret dance concepts and skills
- Evaluate dance, justifying the use of dance concepts and skills

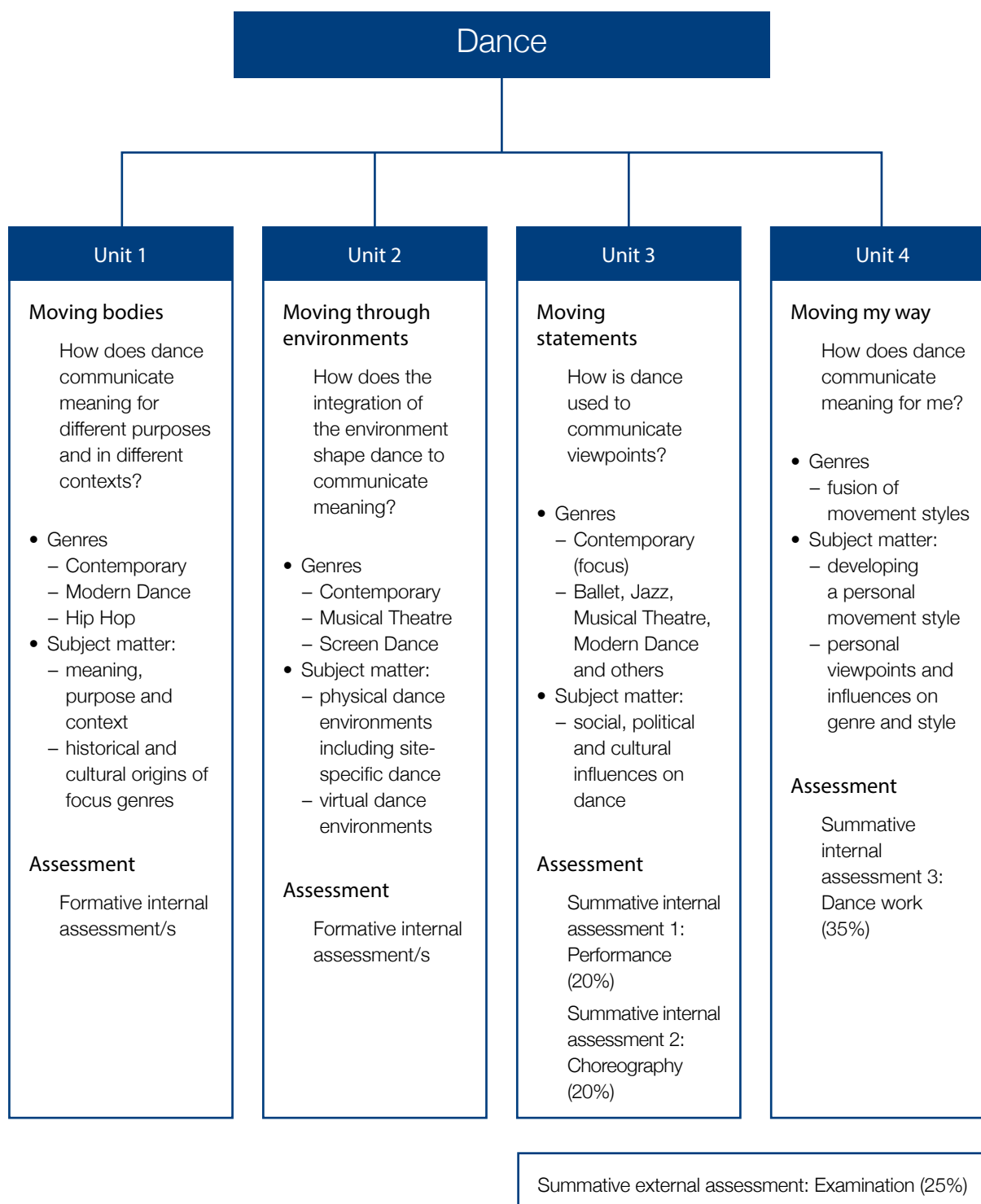
## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial, but is not essential.

Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Purpose, context and viewpoints of dance in various genres and styles, current and historical</li> <li>• Dance concepts (elements of dance, structure and production elements) and dance skills (technical and expressive)</li> <li>• Kinaesthetic (body), visual, aural and digital literacies</li> <li>• Choreographic devices and form</li> <li>• The interplay between technical and expressive skills</li> <li>• Physical capabilities (including control, coordination, balance, strength, flexibility, alignment, timing, extension and spatial awareness)</li> <li>• Perform genre- and style-specific techniques or movements to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Creating, imagining and innovating movement into sequences and sections to structure dance work</li> <li>• Using elements of dance, structure and production elements to manipulate movement</li> <li>• Analysing, interpreting and evaluating movement choices, dance concepts and skills in various artistic, aesthetic and cultural viewpoints</li> <li>• Realising meaning through expressive skills and genre and style-specific techniques</li> <li>• Problem-solving, improvising, critically reflecting, planning and making decisions in the choreographing of dance to create dance to communicate meaning</li> </ul>

Year 10 Units	Year 10 Assessment
Unit 1: Popular Dance	1. Performance
Unit 2: Dance on Film	2. Choreography
Unit 3: Australian Dance	3. Extended Response
Unit 4: Musical Theatre	4. Project

What are the units I will study in Year 11 and 12?



# Drama

## What is this course about?

Drama engages students in imaginative meaning-making processes and uses a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. In Drama, students engage in aesthetic learning experiences that develop the 21<sup>st</sup> century skills of critical and creative thinking, communication, collaboration and teamwork, and personal and social skills as well as information and communication technologies (ICT) skills. Students learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, Drama students develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Across the course of study, students will 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. Senior Drama students will engage with professional artists and companies to view live theatre and participate in practical workshops exploring various theatre styles and techniques. This course allows students to look to the past with curiosity and explore inherited traditions of artistry—such as Shakespearean and Greek performance texts—to inform their own artistic practice and shape their world as global citizens. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities, developing the individual holistically for life after school. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills, encouraging them to imagine future perspectives and possibilities.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Demonstrate skills of drama
- Apply literacy skills
- Interpret purpose, context and text
- Manipulate, analyse and evaluate dramatic languages

## What will help me be successful in this course? (Readiness for Year 10)

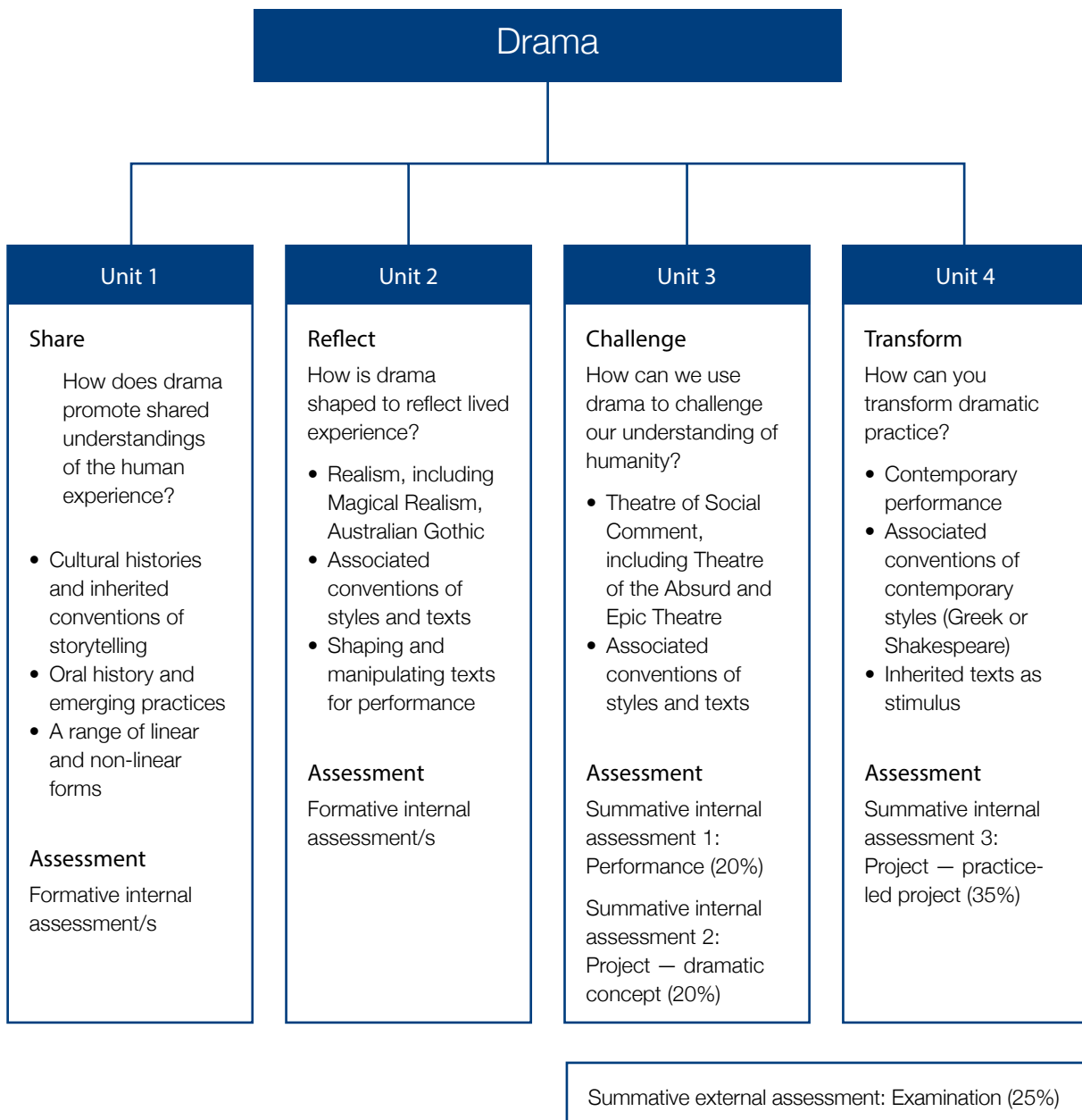
To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial, but is not essential.

**Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?**

Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Elements of drama</li> <li>• Principles of narrative (story) and how these principles are shaped to communicate meaning</li> <li>• Forms and styles of drama that reflect the 'lived experience,' e.g. realism, verbatim, documentary drama</li> <li>• Understanding that meaning can be generated from different viewpoints and shift according to different world encounters</li> <li>• Explore and perform the roles of actor, director, writer and audience</li> <li>• Engage with heritage and contemporary texts</li> <li>• Creation of drama through forms such as scriptwriting, improvisation, devising and rehearsed performance</li> <li>• Viewing, appreciating and responding to live theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Performing, applying and analysing the elements, skills, conventions, forms, styles and techniques of drama</li> <li>• Evaluating and justifying the use of dramatic languages to communicate dramatic meaning</li> <li>• Synthesising and arguing a position about dramatic action and meaning</li> <li>• Using voice and body (movement, facial expression, gesture, posture, vocal projection, articulation, authentic delivery of text) and the production components (props, costumes, lighting, sound and staging equipment and performance spaces)</li> <li>• Connecting to themes in texts intellectually, emotionally and physically</li> <li>• Analysing and evaluating elements and conventions in live work, and practice responding under timed conditions</li> </ul>

Year 10 Units	Year 10 Assessment
Realism: Who are we?	Performance — published text
Documentary drama: What do I want to say?	Extended response — Responding (written) — Performance
Shakespeare and contemporary theatre: re-imagining Shakespearean texts to reflect contemporary themes and ideas	Project — Director Pitch — Performance

What are the units I will study in Year 11 and 12?



## General Subject

# Film, Television and New Media

## What is this course about?

Film, Television and New Media (FTVNM) uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices.

Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television and New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Design moving-image media products
- Create moving-image media products
- Resolve film, television and new media ideas, elements and processes
- Apply literacy skills
- Analyse moving-image media products
- Evaluate film, television and new media products, practices and viewpoints

## What will help me be successful in this course? (Readiness for Year 10)

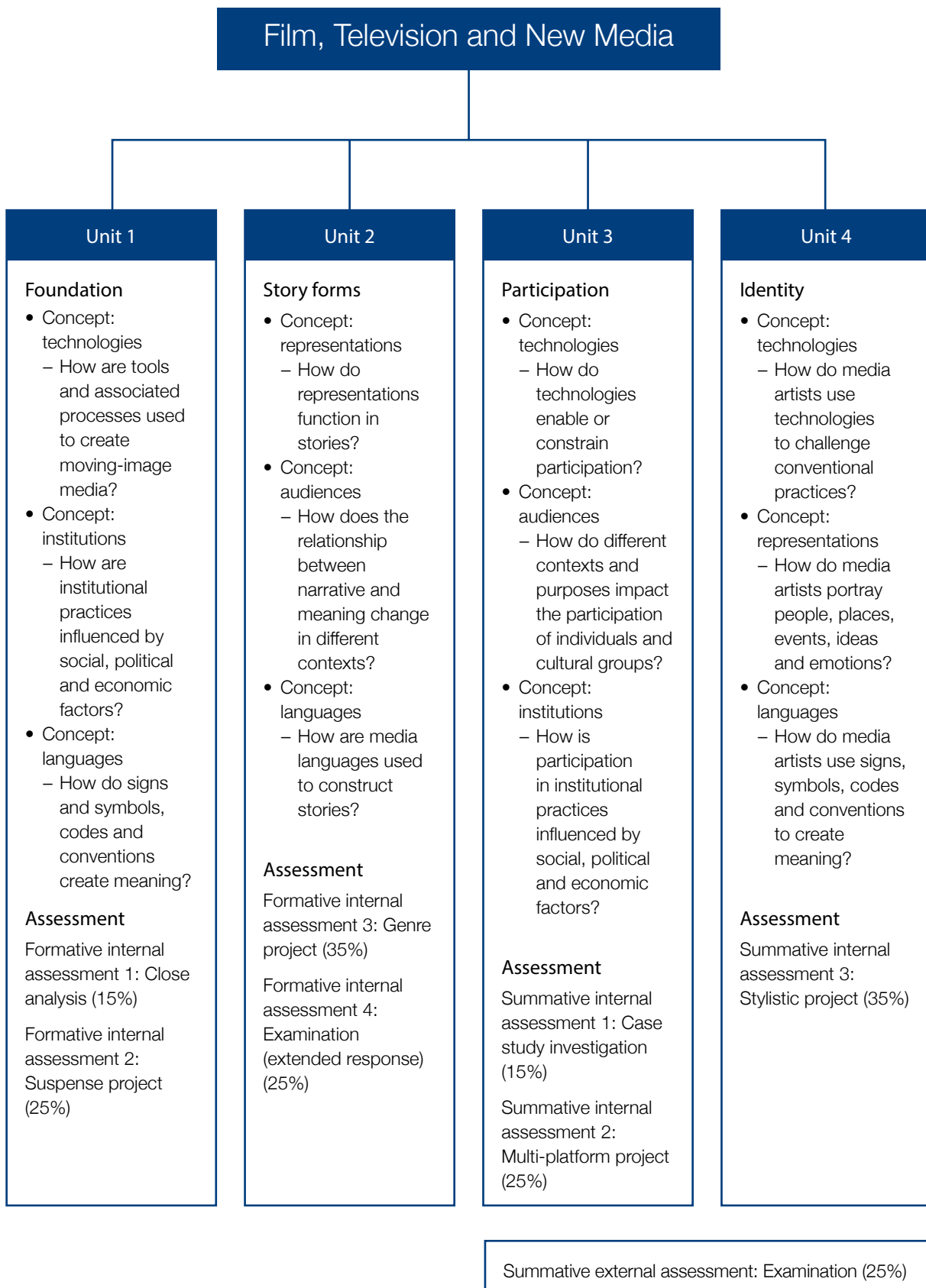
To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial but is not essential. Very Good or Excellent Effort is key to success across all criteria in Film, Television and New Media.

**Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?**

Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>Technologies — moving-image media tools and associated processes to create meaning</li> <li>Manipulate languages (signs and symbols, codes and conventions) to create meaning in moving-image media texts</li> <li>Understand how institutional practices are influenced by social, political and economic factors</li> <li>Story forms, styles, genres, structures</li> <li>Media participation</li> <li>Audience contexts and participation and how these impact storytelling</li> <li>Representation of people, places, events, ideas and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Creating, imagining and innovating using images, sounds and texts as signs, codes and conventions to signify meaning</li> <li>Constructing and arranging visual, audio and text elements according to a plan and sequencing them systematically, explaining reasoning for choices</li> <li>Experimenting in order to solve problems and create ideas for moving-image media products that address a brief</li> <li>Making judgments and drawing conclusions about the worth, significance or status of moving-image products</li> <li>Solving conceptual, technical or creative problems by using film, television and new media practices to combine moving-image elements into a moving-image media product</li> </ul>

Year 10 Units	Year 10 Assessment
Semester 1: But... what does it mean?	Responding: Essay Making Project: Individual pitch, individual storyboard, group music video project
Semester 2: Making a mockery	Responding: Response to stimulus exam Making Project: Individual screenplay, group mockumentary production

What are the units I will study in Year 11 and 12?





# Music

## What is this course about?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres and evaluate through the synthesis of analytical information to justify a viewpoint.

In an age of change, music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

In Year 10 Music, students have the opportunity to explore, develop and refine their skills through workshops, engagement with professional performances and explorations of Jazz, Rock and Roll, and Film music genres before going on to explore a wide variety of genres and concepts in Year 11 and 12 Music.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Demonstrate technical skills
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas

## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial but is not essential.

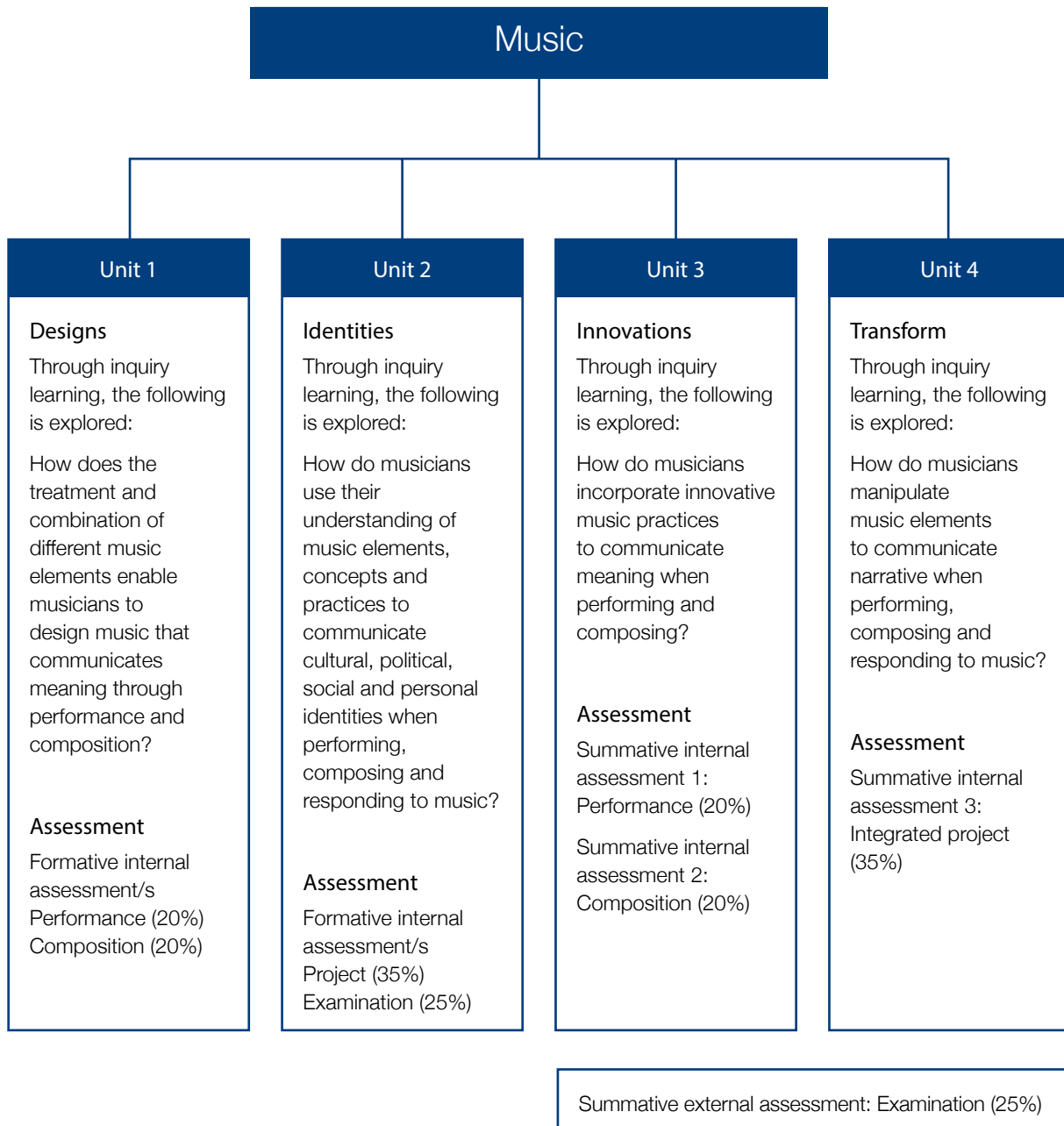
**Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?**

Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Technical skills specific to instrument or sound source</li> <li>• Musical elements (duration, expressive devices, pitch, structure, texture, timbre) and concepts (e.g. dynamics, contrast, rhythm)</li> <li>• Repertoire and music sources</li> <li>• Music texts from various historical, cultural contexts, styles and genres</li> <li>• Stylistic characteristics</li> <li>• Compositional processes and devices (accompaniment, contrast, development, subject/theme, transition, unity, variation) to create compositions</li> <li>• Performance of music</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibiting technical skills in performance that are specific to the instrument or sound source</li> <li>• Explaining and analysing the constituent parts and the relationship between music elements, concepts and stylistic characteristics</li> <li>• Interpreting and shaping music elements and concepts in performance</li> <li>• Evaluating music to justify the use of music elements and concepts in relation to purpose and context, examining and determining the value or significance of music from various perspectives</li> <li>• Creating, imagining and innovating to communicate meaning in performance and competition</li> </ul>

Year 10 Units	Year 10 Assessment
Semester 1: Pop, Rock and Jazz Music	Performance and Composition
Semester 2: Music of the Screen	Project (Composition and Musicology) and Examination - extended response

## What are the units I will study in Year 11 and 12?

(Students in Year 10 Accelerated Music do not complete Year 10 music [previous page] but commence Unit 1: Designs)



# Music Extension

## What is this course about?

Music Extension is offered in Year 12 only. It is a companion subject to Music. Students selecting Senior Music Extension from Year 9 Accelerated Music will engage in an accelerated music course. The course will allow students to study Music Units 1 and 2 in Year 10, Music Units 3 and 4 in Year 11 and Music Extension Units 3 and 4 in Year 12.

Music Extension provides an opportunity for students with specific abilities in music to extend their expertise. It is designed for students interested in specialising in one of three areas of music study: composition, musicology or performance. Students will undertake detailed studies in one of these specialisations.

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. The course encourages students to investigate music concepts and ideas relevant to their specialisation.

As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers and learning in Music Extension prepares students to engage in a multimodal world.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Apply literacy skills
- Evaluate music
- Analyse music

For Compositional specialisation:

- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas

For Musicology specialisation:

- Analyse music
- Investigate music
- Synthesise information

For Performance specialisation:

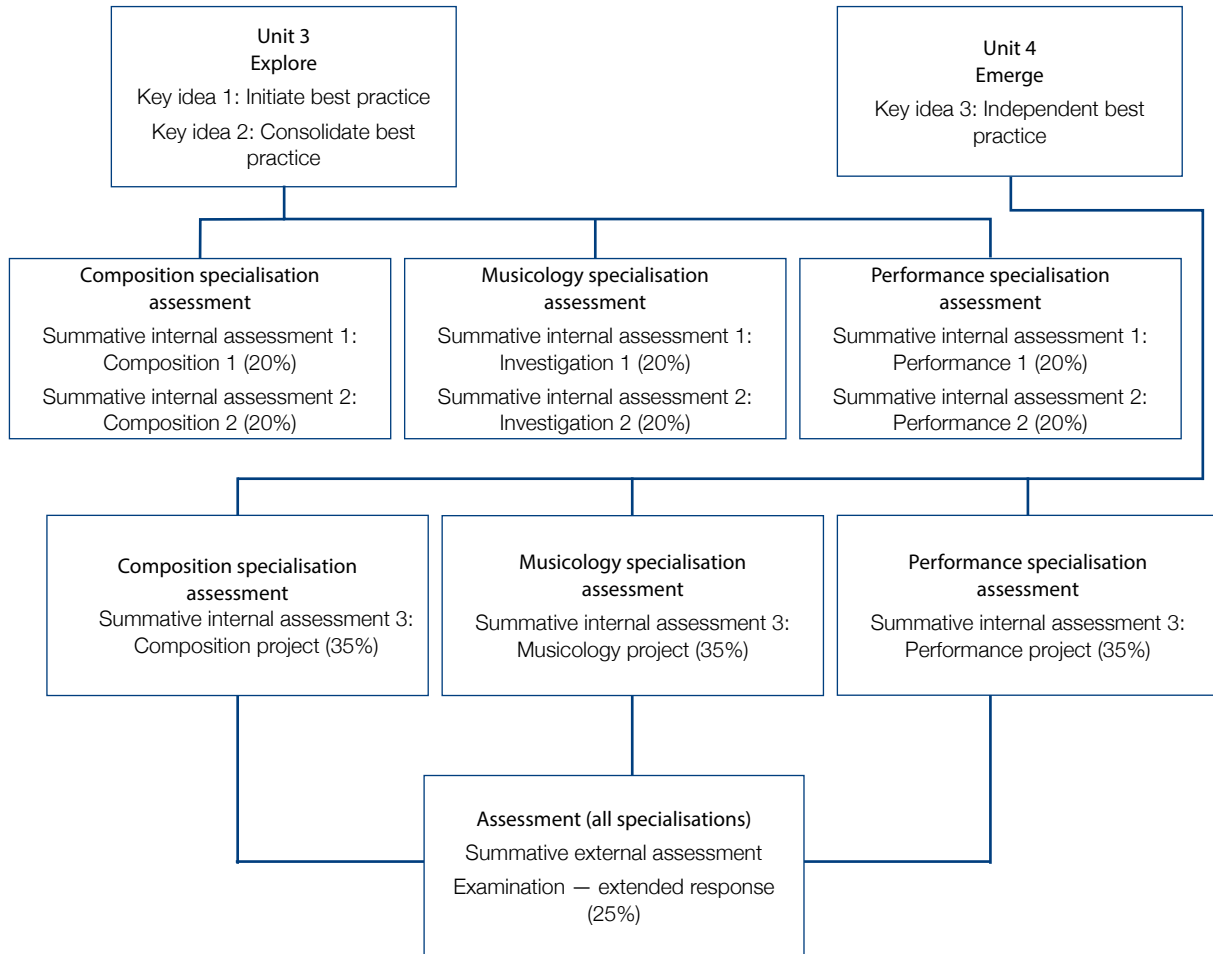
- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas

## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Music Extension is offered in Year 12 only. It is a companion subject to Music. Students must be studying, or have completed, Units 3 and 4 of Music to be eligible to enrol. The subject assumes that Units 1 and 2 of the Music (General) course (or equivalent) have been studied before commencing. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications.

Year 12 overview	
Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Specialisation in Composition, Musicology or Performance.</li> <li>• Composition: (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.</li> <li>• Musicology: (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music and document sources and references about music to support research.</li> <li>• Performance: (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts and express music ideas to realise their performances.</li> <li>• Best practice — developing techniques and strategies to achieve the most efficient and effective result (e.g. seeking information specific to their specialisation, using efficient rehearsal strategies, experimenting with music technologies, researching music concepts, using research methods).</li> <li>• Reflective practice, evaluate, examine and express information in the development of a response to an unseen question in a written mode. This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting artwork to communicate meaning, or applying concepts or theories.</li> </ul>	<p>Common to all specialisations:</p> <ul style="list-style-type: none"> <li>• Making judgments about the ideas and concepts evident in music in relation to purpose and context, examining and determining the value or significance of music from various perspectives</li> <li>• Investigate music, or ideas about music, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences</li> <li>• Communicate meaning, emotion or ideas through and/or about music in ways appropriate to their specialisation</li> </ul> <p>Students who specialise in Composition will be able to:</p> <ul style="list-style-type: none"> <li>• Use their knowledge and understanding of compositional devices to create a composition</li> <li>• Adapt and combine music elements and concepts in the compositional process</li> <li>• Express music ideas to consolidate and communicate meaning in composition</li> </ul> <p>Students who specialise in Musicology will be able to:</p> <ul style="list-style-type: none"> <li>• Examine and consider the constituent parts and the relationship between music elements, concepts and stylistic characteristics</li> <li>• Carry out a detailed and systematic examination or formal inquiry in order to establish or obtain facts and reach new conclusions</li> <li>• Draw together their investigation and analysis of music and combine their findings into a coherent and complex whole to justify a viewpoint</li> </ul> <p>Students who specialise in Performance will be able to:</p> <ul style="list-style-type: none"> <li>• Exhibit technical skills in performance of music specific to the instrument or sound source</li> <li>• Shape music elements and concepts in performance of music</li> <li>• Express music ideas to communicate meaning in performance</li> </ul>

## What are the units of work that I will study in Year 12?



# Visual Art

## What is this course about?

Visual Art students are provided opportunities to construct knowledge and communicate personal interpretations as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. In responding to artist practices and artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. Students engage with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses by developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning

## What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following: Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial but is not essential.

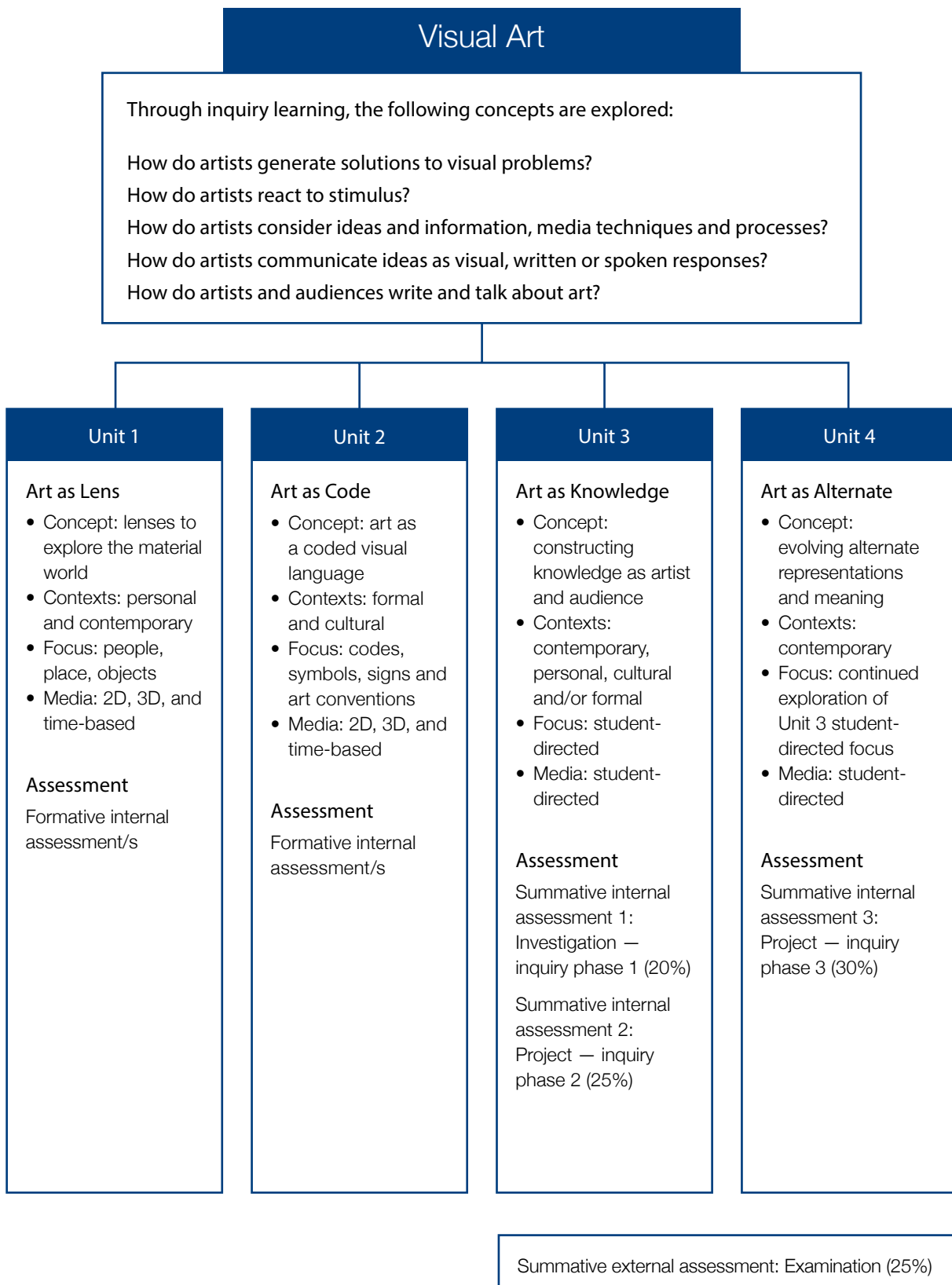
**Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?**

Subject Matter	Skills and Habits of Mind
<ul style="list-style-type: none"> <li>• Artworks and practices of self and others including essential features and relationships</li> <li>• Contemporary, personal, cultural and formal contexts, ideas and information through multiple viewpoints</li> <li>• Literal and non-literal symbols, images, objects, ideas, experiences, intentions, practices, display and contexts</li> <li>• Historical and contemporary art practices, art-making traditions, cultural meaning and theoretical approaches.</li> <li>• Visual language</li> <li>• Media, materials, techniques, technologies and art processes</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning and problem-posing by identifying and developing the scope of inquiry, obstacles or anticipated challenges</li> <li>• Interpreting meaning in artworks and practices to draw conclusions and construct personalised responses in both making and responding</li> <li>• Evaluating art practices, traditions, cultures and theories and justify viewpoints</li> <li>• Reflecting on and appraising the ideas, value and significance of visual language and expression in artworks</li> <li>• Experimenting in response to stimulus, generating new ideas to identify and test alternative solutions inspired by research</li> <li>• Responding with wonderment and awe</li> </ul>

Year 10 Units	Year 10 Assessment
Semester 1: Transformation	Extended writing — response to stimulus (integrated with portfolio) Portfolio (making/responding) Presentation
Semester 2: Journey	Extended writing — response to stimulus Portfolio (making/responding) Presentation



What are the units I will study in Year 11 and 12?



# Transitions & Partnerships

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# Pathway Programs

In Year 10, 11 and 12, students have the unique opportunity to participate in a range of programs that will challenge and support them as they strive towards their future pathway. These programs are designed to give students exposure and connections to university and industry. Each program is tailored to a specific industry to ensure students are informed and empowered to make discerning decisions about their future pathway, so they can make a powerful difference in the world. These programs offer opportunities that align with the school purpose: developing young people to achieve their potential intellectually, personally, and socially.

## Why should I apply for one of these programs?

The Pathway Programs at State High offered in 2026 include:

- Medicus, for students interested in Medicine and Dentistry.
- Engeniator, for students interested in Engineering.
- Scientia, for students interested in Teaching.

Each of these areas are explored through masterclasses, immersion experiences, mentoring and work experience throughout the year.

### MEDICUS PROGRAM

The Medicus program is aimed at students wanting to pursue a career in medicine or dentistry. Students are given the opportunity to:

- Gain information on university pathway options.
- Connect with current medical students through alumni.
- Develop the communication skills required for the medical profession.
- Experience team and problem-based learning, which are integral to learning in pathways to medicine and dentistry.

### ENGENIATOR PROGRAM

The Engeniator Program is designed to support and elevate a student's understanding of what it means to be a future engineer. The program is framed around three areas:

- Being a Professional Engineer – exploring the skills and capabilities required to succeed as a professional engineer.
- Engineering Fundamentals – diving deeply into the underpinning knowledge and skills that engineers apply in the real world of practice to support school success in these subject areas.
- Connecting with Industry – engagement with real-world engineering experiences with partner organisations in industry and environment.

### SCIENTIA PROGRAM

The Scientia program supports future educators to build their knowledge, skills and networks to enable them to make a powerful difference in their preferred pathway as teachers. The Scientia program aims to:

- Connect current students with alumni in education to broaden their understanding of the reality of the profession.
- Provide information and training on pathway options into education.
- Enhance student development through immersive experiences such as work experience and university programs.
- Explore the teaching of 21<sup>st</sup> century skills required in education.
- Deepen students understanding of the *Scientia est Postesta* (Knowledge is Power) and the impact they can have through education.

### How do I apply?

Involvement in these programs is through an application process during Term 1 each year. All information regarding applications will be posted to StudentNet at the beginning of the year. Please note: deadlines for applications apply.

### What is my commitment?

All programs run throughout the school year. Students who gain entry to the program are expected to attend two to four (2 – 4) Year level activities over a two-term period.

For some of the immersion activities there is a small cost to attend, this will be communicated at the start of the program each year.

More details will be supplied at the application phase.

# Work Experience

## What is the program?

Students in Year 10 are offered the opportunity in Week 9 of Terms 2, 3 and 4 to gain experience in a wide range of off-site work experiences involving ATAR and non-ATAR job pathways. Students will first be asked to explore possible opportunities through contacting and/or researching local 'hosts' in their interest areas. The school will then support and facilitate a partnership between local providers and the student to create an authentic and supportive experience on the job site.

## Why should I join this program?

Work experience provides a chance to gain perspective of what 'a day in the life of' looks and feels like in authentic work environments. Such experience provides valuable insight into long-term career planning and provides more certainty when making informed decisions around subject selections and pursuing potential careers.

## Entry requirements

Sign up for Work Experience occurs in the first half of Terms 2, 3 and 4 and will be advertised on Compass. It is open to any Senior student who is motivated to engage in real-world off-site learning to gain insight into career pathways of their choice.

## How to apply

Visit the Pathways & Transitions Team in the Mezzanine Level of the School Library (B Block) after the notice is posted on StudentNet. You will be provided with the necessary paperwork and have opportunity to discuss specific opportunities and requirements.

# Trade Tasters

## What is the program?

Our Trade Taster opportunities look to expose students to a range of free vocational education opportunities across the year at Acacia Ridge, Bracken Ridge and Alexandria Hills TAFE campuses. The Year 10 Trade Taster program delivers training to small groups of up to 14 students, one day per week for seven weeks. Throughout the program, students get to sample three different trade areas as well as having the opportunity to complete their [Construction Industry Safety White Card \(https://tafeqld.edu.au/trade-training/trade-courses/trade-tasters\)](https://tafeqld.edu.au/trade-training/trade-courses/trade-tasters) for free, which is required if students wish to do work experience throughout the year. Students will complete individual competencies from various programs but will not complete a full certificate or obtain any QCE credits.

## Why should I join this program?

For those interested in a trade, there is no substitute for experiencing what specific vocation education entails. Students will learn from TAFE providers with industry experience, and receive exposure to a variety of specialisations within their general area of interest. Having authentic experience of TAFE-based courses provides insight to make informed decisions around subject selections and careers pathways as students move through their Senior years.

## Entry requirements

Sign up for the Trade Taster program occurs in Term 1 and will be advertised on Compass. It is open to any students. The trade tasters are then spread throughout the following three terms. Those students who have an interest in vocational pathways or are looking for connection within school outside of the normal classroom environment should consider this opportunity.

## How to apply

Visit the Pathways & Transitions Team in the Mezzanine Level of the School Library (B Block) after the notice is posted on Compass. You will be provided with the necessary paperwork and opportunity to discuss specific requirements.



## Senior Course Guide

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