Merrimac
State High School
Gold Coast, Australia

SENIOR SECONDARY
CURRICULUM
HANDBOOK | 2027

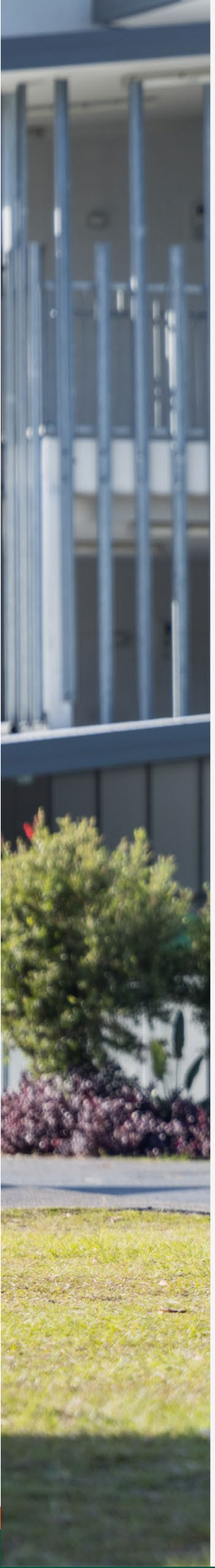

TABLE OF **CONTENTS**

Welcome 3
Senior Education Training (SET) Plan 5
Year 10 Curriculum 5
Year 11 and 12 Curriculum 5
Senior Statement 5
Queensland Certificate of Education (QCE) 5
Australian Tertiary Admission Rank (ATAR) 5
Vocational Education and Training (VET) 6
Pathways and subjects 7
General & Applied Syllabuses 8
Senior School Prerequisites – General Subjects 9
Senior School Prerequisites – Applied Subjects 10
General Mathematics 11
Mathematical Methods 12
(Mathematics Extension - Year 10) 12
Specialist Mathematics 13
Essential Mathematics (Year 10 - Mathematics Foundation) 14
English (Year 10 – English Extension) 15
Literature (Year 10 – English Extension) 16
Essential English (Year 10 – English) 17
Economics 18
Legal Studies 19
Modern History 20
Geography 21
Tourism 22
Social and Community Studies 23
Physics 24
Chemistry 25
Psychology 26

Biology 27
Aquatic Practices 28
Engineering Skills 29
Building and Construction Skills 30
Furnishing Skills 31
Hospitality Practices 32
Fashion 33
Visual Art 34
Drama 35
Visual Arts in Practice 36
Dance in Practice 37
Music in Practice 38
Media Arts in Practice 39
Health 40
Physical Education 41
Sport & Recreation 42
Early Childhood Studies 43
QCIA Curriculum 44
Diploma of Business 45
Certificate III Dance 46

Welcome

Merrimac State High School's ‘Pride in Excellence’ philosophy strives to build positive relationships, value differences, encourage life long-learning and contribute to the school, family and wide community.

We believe that education is a shared responsibility, and as such we promote a spirit of co-operation and belonging amongst students, staff, carers and the community. We aim to prepare our students for life as literate, informed, skilled, happy, responsible and caring individuals who are encouraged through their endeavours to take 'Pride in Excellence'.

We are committed to motivate students to continue learning, to contribute positively to their families and communities and to begin to plan for a future of opportunity, employment and further study.

Values

We hold a strong belief that everyone has the right to be respected and the responsibility to respect themselves, others and property. It is expected that all members of the Merrimac community are reliable in their commitment to ensuring that their actions have only a positive influence on all.

Introduction

Welcome to the Senior Subject Handbook for Merrimac State High School. This guide serves as a comprehensive resource, designed to support students and parents/carers in making informed decisions regarding subject selection.

This handbook provides a summary of learning options available for students. For further details on any subject, we recommend accessing the syllabuses directly from the QCAA website. At Merrimac State High School, we view Year 10 as a critical juncture in preparing students to transition into Year 11 and 12. Our Year 10 curriculum is designed to equip students with the necessary knowledge, understanding, and skills to excel in Senior subjects.

Respect

Responsibility

Reliability

Senior Education Training (SET) Plan

In Year 9, students and parents partake in a Senior Education and Training (SET) Plan with a key member of staff support their transition into the Senior School. These experiences help students to make important decisions about their future education, training and employment.

Year 10 Curriculum

The Year 10 curriculum provides a link between the Junior and Senior school. Students will be introduced to the relevant content, skills and assessment techniques that enable successful transition into Year 11 and 12.

Year 11 and 12 Curriculum

After completing their Year 10 Preparation subjects, students enter a range of learning options that contribute to them achieving a Queensland Certificate of Education (QCE). The Queensland Curriculum and Assessment Authority makes syllabus materials and resources available for students to access on the QCAA website: https://www.qcaa.qld.edu.au/
At the end of Year 12, eligible students will be issued with a Senior Education Profile (SEP) by the QCAA, which includes the following:

Senior Statement

The Senior Statement is a transcript of a student's learning account. The Senior Statement shows all QCE-contributing studies, and the results achieved that may contribute to the award of a QCE.

For more information about the SEP, please **CLICK HERE.**

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12.

For more information about the QCE, please **CLICK HERE.**

OR

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

The QCAA provides the Queensland Tertiary Admission Centre (QTAC) with information about student achievement so that the Australian Tertiary Admission Rank (ATAR) can be calculated.

For more information about the QCIA, please **CLICK HERE**.

Australian Tertiary Admission Rank (ATAR)

ATAR is the primary mechanism of admission into tertiary institutions across Australia and reflects a student's academic standing relative to their peers.

ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

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

- five best scaled General subject results

or

- combination of four best scaled General subject results plus a one scaled Applied subject result or a Certificate III or higher VET qualification.

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

English requirement:
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. General English is a pre-requisite for many university courses, so please select your English subject carefully.

For more information about ATAR: please **CLICK HERE.**

Vocational Education and Training (VET)

Students in Year 10, 11 and 12 can also partake in an external certificate qualification as a part of their Senior pathway.

These include:

- VET certificate II or higher qualifications through an approved provider (e.g. TAFE Queensland)
- school-based apprenticeships and traineeships (SAT)
- attending registered training organisations (RTO)

VET programs are focused on equipping individuals with practical skills and knowledge tailored to specific careers or trades. VET are nationally recognised qualifications offered through a Registered Training Organisation (RTO). VET qualifications may be offered on campus, within the timetable or off-campus. VET may be 'fee for service' or government funded (VETiS)

School-Based Traineeships and Apprenticeships (SAT): A SAT is a vocational education program that allows students to combine work and study. It provides students with the opportunity to gain practical experience in a chosen industry while completing their secondary education. These traineeships typically involve structured workplace learning alongside regular classroom studies, providing students with valuable skills and insights into their chosen career path.

For more information about VET: please **CLICK HERE**.

Pathways and subjects

Senior students at Merrimac SHS follow one of two pathway options:

ATAR	FLEXIBLE
6 General Subjects **OR** **5 General Subjects** **+** **1 Applied Subject** **+** **Certificate or Diploma Course**	**A maximum of 3 General Subjects** **+** **Applied Subjects** **+** **Certificate or Diploma Course/s** *(Recommended Cert III or higher)*
Commitment: ✓ 10-15 hours of scheduled study per week minimum ✓ Meeting prerequisites in all subjects ✓ Enrolled in VET Qualification ✓ Attending timetabled classes and accessing QLearn for all approved off campus days ✓ Engaged in Academic Mentoring ✓ Attending subject tutorials when offered ✓ Capacity and commitment to prepare for 5-6 external assessments ✓ Completion of QCAA Academic Integrity modules	**Commitment:** ✓ 5-10 hours of scheduled study per week minimum ✓ Meeting prerequisites in all subjects ✓ Enrolled in VET Qualification ✓ Attending timetabled classes and accessing QLearn for all approved off campus days ✓ Engaged in Academic Mentoring ✓ Attending subject tutorials when offered ✓ Capacity and commitment to prepare for 1-3 external assessments ✓ Completion of QCAA Academic Integrity modules

General & Applied Syllabuses

General & Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Students are awarded a QCE credit for each unit they are awarded a satisfactory grade.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Units 3 and 4 are a paired Unit, QCE points are awarded for the successful completion of both Units 3 and 4. Assessment in Units 3 and 4 is summative and General subject results contribute to ATAR calculations.

Assessment

Units 1 and 2 Assessments

Merrimac decides the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers determine the assessment program and tasks, while the marking guides that are used to assess student performance for Units 1 and 2 are determined by the QCAA.

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

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

Units 3 and 4 Assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Applied syllabuses do not use external assessment.

External Assessment

External assessment is summative and is the final assessment in General subjects. External assessment is common to all schools

- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Please note, for subjects to be able to run, student numbers must be considered. Whilst we attempt to offer many subject choices, not all will run in the timetable due to numbers or staffing viability.

Senior School Prerequisites – General Subjects

General Subjects	Year 10	Year 11/12
English	B English	B English Extension
Literature	B English	B English Extension
General Mathematics	B Maths	B Maths or C Maths Extension
Mathematics Methods	B Maths	B Maths Extension & entrance exam*
Specialist Mathematics	A Maths	B Maths Extension or C Specialist Maths & entrance exam*
Physics	C Science, B Maths & C English	C Physics
Chemistry	C Science, B Maths & C English	C Chemistry
Biology	C Science, B Maths & C English	C Biology
Psychology	C Science, B Maths & C English	C Psychology
Economics	B English	B English
Legal Studies	B English	B English
Modern History	B English	B English
Geography	B English	B English
Visual Art	C Art	C Art & B English
Drama	C Drama or Triple Threat & C English	C Drama & C English
Health	B English	C Health & B English
Physical Education	C HPE or HPS & B English	C Physical Education & B English

*Students not meeting the pre req of B (maths subjects) may be able to sit an entrance exam at the end of semester 2.

Senior School Prerequisites – Applied Subjects

Applied Subjects	Year 10	Year 11/12
Essential Mathematics	C Maths	C Maths Foundation
Essential English	C English	C English
Aquatic Practices	C Science	C Aquatics
Tourism	Nil	Nil
Social & Community Studies	Nil	Nil
Industrial Technology Skills	Nil	C Industrial Technology Skills
Building & Construction Skills	Nil	C Building & Construction Skills
Engineering Skills	Nil	C Engineering Skills
Furnishing Skills	Nil	C Furnishing Skills
Hospitality Practices	C Food Technology	C Hospitality Practices
Early Childhood Studies	Nil	C Early Childhood Studies
Sport and Recreation	C HPE	C Sport and Recreation
Fashion Studies	Nil	C Fashion
Visual Art in Practice	C Art	C Visual Arts
Media Arts in Practice	Nil	C Media Arts
Music in Practice	C Music	C Music
Dance in Practice	Nil	C Dance

General Mathematics

General Subject

Prerequisites:

Year 10: B Maths
Year 11/12: B Maths or C Maths Extension

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. 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. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Simultaneous, quadratic & linear equation	Transformations, simple & compound interact, exponential equation	Geometric & deductive reasoning probability	Data & networks
	Assessment			
	A1: Examination	A2: Examination	A3a: Problem-solving & modelling task A3b: Examination	A4: Examination
Years 11/12	Money, measurement, algebra and linear equations	Applications of linear equations and trigonometry, matrices and univariate data analysis	Bivariate data and time series analysis, sequences and earth geometry	Investing and networking
	Assessment			
	FIA1: Problem-solving and modelling task (20%) FIA2: Examination short response (30%)	FIA3: Examination short response (20%) FIA4: Examination combination response (30%)	IA1: Problem-solving and modelling task (20%) IA2: Examination short response (15%)	IA3: Examination short response (15%) IA4: External examination (50%)

Mathematical Methods (Mathematics Extension - Year 10)

General Subject

Prerequisites:

Year 10: B Maths
Year 11/12: B Maths Extension & entrance exam*

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world.

The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Quadratic & simultaneous equation	Graph transformation rates of change logs	Trigonometry Pythagoras area and volume chance	Combinations permutation data
	Assessment			
	A1: Examination	A2: Examination	A3a: Problem-solving and modelling task A3b: Examination	A4: Examination
Years 11/12	Surds, algebra, functions and probability	Calculus and further functions	Further calculus and introduction to statistics	Further calculus, trigonometry and statistics
	Assessment			
	FIA1: Problem-solving and modelling task (20%) FIA2: Examination short response (30%)	FIA3: Examination short response (20%) FIA4: Examination combination response (30%)	IA1: Problem-solving and modelling task (20%) IA2: Examination short response (15%)	IA3: Examination short response (15%) IA4: External examination (50%)

Specialist Mathematics

General Subject

Prerequisites:

Year 10: A Maths
Year 11/12: B Maths Extension or C Specialist Maths & entrance exam*

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, as 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.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Pythagoras, trigonometry, surds & complex numbers	Vectors, force, linear and projectile motion	Matrices, simultaneous equations, combinations, permutations & pascals triangle	Money and finance, real numbers, linear and non-linear relationships
	Assessment			
	A1: Examination	A2: Examination	A3: Problem-solving and modelling task	A4: Examination
Years 11/12	Combinatorics, proof, vectors and matrices	Complex numbers, further proof, trigonometry, functions and transformations	Further complex numbers, proof, vectors and matrices	Further calculus and statistical inference
	Assessment			
	FIA1: Problem-solving and modelling task (20%) FIA2: Examination short response (30%)	FIA3: Examination short response (20%) FIA4: Examination combination response (30%)	IA1: Problem-solving and modelling task (20%) IA2: Examination short response (15%)	IA3: Examination short response (15%) IA4: External examination (50%)

Essential Mathematics (Year 10 - Mathematics Foundation)

Applied Subject

Prerequisites:

Year 10: C Maths
Year 11/12: C Maths Foundation

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

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

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

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Algebra, quadratic equation & linear modelling	Graphing, compound and simple interest, Pythagoras, simple and compound interest	Pythagoras, volume & area and chance	Data & network
	Assessment			
	A1: Examination	A2: Examination	A3: Problem-solving & modelling task	A4: Examination
Years 11/12	Number, data & money	Data & travel	Measurement, scales & chance	Graphs, data & loans
	Assessment			
	FIA1: Problem-solving and modelling task (25%) FIA2: Common internal assessment (25%)	FIA3: Problem-solving and modelling task (25%) FIA4: Examination short response (25%)	IA1: Problem-solving and modelling task (25%) IA2: Common internal assessment (25%)	IA3: Problem-solving and modelling task (25%) IA4: Examination short response (25%)

English (Year 10 – English Extension)

General Subject

Prerequisites:

Year 10: B English
Year 11/12: B English Extension

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.

English learning area subjects offer 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. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums.

Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Creating future perspectives	First nations perspectives	Creating character representations	Shakespeare's representations
	Assessment			
	A1: Imaginative written	A2: Public audience written	A3: Imaginative spoken	A4: Analytical written
Years 11/12	Perspectives and texts	Texts and culture	Textual connections	Close study of literary texts
	Assessment			
	FIA1: Spoken persuasive response (25%) FIA2: Written response for a public audience (25%)	FIA3: Examination extended imaginative response (25%) FIA4: Examination extended analytical response (25%)	IA1: Spoken persuasive response (25%) IA2: Written response for a public audience (25%)	IA3: Examination — extended imaginative response (25%) IA4: External examination (25%)

ENGLISH DEPARTMENT

Literature (Year 10 – English Extension)

General Subject

Prerequisites:

Year 10: B English
Year 11/12: B English Extension

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- Skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms enjoyment and appreciation of literary texts and the aesthetic use of language, and style creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Creating future perspectives	First nations perspectives	Creating character representations	Shakespeare's representations
	Assessment			
	A1: Imaginative written	A2: Public audience written	A3: Imaginative spoken	A4: Analytical written
Years 11/12	Introduction to literature studies	Intertextuality	Literature and identity	Independent explorations
	Assessment			
	FIA1: Examination extended analytical response (25%) FIA2: Imaginative spoken response (25%)	FIA3: Imaginative response (25%) FIA4: Examination extended analytical (25%)	IA1: Imaginative spoken response (25%) IA2: Examination extended response (25%)	IA3: Imaginative response (25%) IA4: External examination (25%)

ENGLISH DEPARTMENT

Essential English (Year 10 – English)

Applied Subject

Prerequisites:

Year 10: C English
Year 11/12: C English

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Dark arts of advertising	Creative writing	Exploring characters representations	Exploring world issues
	Assessment			
	A1: Persuasive spoken	A2: Exam - imaginative written	A3: Analytical written	A4: Exam - analytical written
Years 11/12	Language that works	Texts & humans experiences	Language that influences	Representations & popular culture texts
	Assessment			
	FIA1: Persuasive spoken response (25%) FIA2: Analytical short responses (25%)	FIA3: Persuasive spoken response (25%) FIA4: Public audience written response (25%)	IA1: Persuasive spoken response (25%) IA2: Persuasive spoken response (25%)	IA3: Common internal assessment (25%) IA4: Public audience written response (25%)

Economics

General Subject

Prerequisites:

Year 10: B English
Year 11/12: B English

Economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

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.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Markets & models	Modified markets	International economics	Contemporary macroeconomics
	Assessment			
	A1: Examination combination response	A2: Investigation - cost benefit analysis	A3: Investigation - research report	A4: Examination combination response
Years 11/12	Markets & models	Modified markets	International economics	Contemporary macroeconomics
	Assessment			
	FIA1: Examination combination response (25%) FIA2: Investigation (25%)	FIA3: Examination extended response (25%) FIA4: Examination combination response (25%)	IA1: Examination combination response (25%) IA2: Investigation (25%)	IA3: Examination extended response (25%) IA4: External examination (25%)

Legal Studies

General Subject

Prerequisites:

Year 10: B English
Year 11/12: B English

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.

An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Introduction to law	Criminal law	Human rights	Civil obligations
	Assessment			
	A1: Examination - combination response + short response	A2: Examination - short response	A3: Investigation inquiry report	A4: Investigation analytical essay
Years 11/12	Beyond reasonable doubt	Balance of probabilities	Law, governance and change	Human rights in legal contexts
	Assessment			
	FIA1: Examination (25%) FIA2: Investigation - inquiry report (25%)	FIA3: Investigation analytical essay (25%) FIA4: Examination (25%)	IA1: Examination (25%) IA2: Investigation inquiry report (25%)	IA3: Investigation analytical essay (25%) IA4: External examination (25%)

Modern History

General Subject

Prerequisites:

Year 10: B English
Year 11/12: B English

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces.

Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Ideas in the modern world	Movements in the modern world	National experiences in the modern world	International experiences in the modern world
	Assessment			
	A1: Examination essay	A2: Independent source investigation	A3: Examination short response	A4: Investigation
Years 11/12	Ideas in the modern world	Movements in the modern world	National experiences in the modern world	International experiences in the modern world
	Assessment			
	FIA1: Examination extended response (25%) FIA2: Investigation (25%)	FIA3: Investigation (25%) FIA4: Examination short response (25%)	IA1: Examination extended response (25%) IA2: Investigation (25%)	IA3: Investigation (25%) IA4: External examination (25%)

Geography

General Subject

Prerequisites:

Year 10: B English
Year 11/12: B English

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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Responding to risk and vulnerability in hazard zones	Responding to risk and vulnerability in hazard zones	Responding to land cover transformations	Environmental change and management
	Assessment			
	A1: Examination response to stimulus exam	A2: Examination short response	A3: Investigation field report	A4: Investigation data report
Years 11/12	Responding to risk and vulnerability in hazard zones	Planning sustainable places	Responding to land cover transformations	Managing population change
	Assessment			
	FIA1: Examination combination response (25%) FIA2: Field report (25%)	FIA3: Data report (25%) FIA4: Examination combination response (25%)	IA1: Examination combination response (25%) IA2: Field report (25%)	IA3: Data report (25%) IA4: External examination (25%)

Tourism

Applied Subject

Prerequisites:

Year 10: NIL
Year 11/12: NIL

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	The travel & tourism industry	Exploring marketing in travel & tourism	Travel planning	Sustainable tourism
	Assessment			
	A1: Investigation	A2: Project	A3: Investigation	A4: Project
Years 11/12	Travel & tourism	Tourism marketing	Tourism trends	Tourism industry & careers
	Assessment			
	FIA1: Investigation (25%) FIA2: Project (25%)	FIA3: Investigation (25%) FIA4: Project (25%)	IA1: Investigation (25%) IA2: Project (25%)	IA3: Investigation (25%) IA4: Project (25%)

Social and Community Studies

Applied Subject

Prerequisites:

Year 10: NIL
Year 11/12: NIL

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others.
In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Lifestyle and financial choices	Healthy choices for mind and body	Relationships and work environments	Legal and digital citizenship
	Assessment			
	A1: Investigation	A2: Project	A3: Investigation	A4: Project
Years 11/12	Lifestyle and financial choices	Healthy choices for mind and body	Relationships and work environments	Legal and digital citizenship
	Assessment			
	FIA1: Investigation (25%) FIA2: Project (25%)	FIA3: Investigation (25%) FIA4: Project (25%)	IA1: Investigation (25%) IA2: Project (25%)	IA3: Investigation (25%) IA4: Project (25%)

SCIENCE DEPARTMENT

Physics

General Subject

Prerequisites:

Year 10: C Science, B Maths & C English
Year 11/12: C Physics

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes.

In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Electricity in the home	Sports physics	Energy Systems	Laboratory skills
	Assessment			
	A1: Data test	A2: Student experiment	A3: Research Investigation	A4: Examination
Years 11/12	Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
	Assessment			
	FIA1: Data test (10%) FIA2: Student experiment (20%)	FIA3: Research investigation (20%) FIA4: Examination - combination response (50%)	IA1: Data test (10%) IA2: Student experiment (20%)	IA3: Research investigation (20%) IA4: External examination (50%)

SCIENCE DEPARTMENT

Chemistry

General Subject

Prerequisites:

Year 10: C Science, B Maths & C English
Year 11/12: C Chemistry

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction.

In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Chemical structure, properties & reactions	Chemical production	Acids & bases	Collision theory
	Assessment			
	A1: Data test	A2: Student experiment	A3: Research Investigation	A4: Examination
Years 11/12	Chemical fundamentals, structure, properties and reactions	Molecular interactions and reactions	Equilibrium, acids and redox reactions	Structure, synthesis and design
	Assessment			
	FIA1: Data test (10%) FIA2: Student experiment (20%)	FIA3: Research investigation (20%) FIA4: Examination combination response (50%)	IA1: Data test (10%) IA2: Student experiment (20%)	IA3: Research investigation (20%) IA4: External examination (50%)

SCIENCE DEPARTMENT

Psychology

General Subject

Prerequisites:

Year 10: C Science, B Maths & C English
Year 11/12: C Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Anatomy of the brain	Behavioural Psychology	Positive Psychology	Clinical Psychology
	Assessment			
	A1: Data test	A2: Student experiment	A3: Research investigation	A4: Examination
Years 11/12	Individual development	Individual behaviour	Individual thinking	The influence of others
	Assessment			
	FIA1: Data test (10%) FIA2: Student experiment (20%)	FIA3: Research investigation (20%) FIA4: Examination combination response (50%)	IA1: Data test (10%) IA2: Student experiment (20%)	IA3: Research investigation (20%) IA4: External examination (50%)

SCIENCE DEPARTMENT

Biology

General Subject

Prerequisites:

Year 10: C Science, B Maths & C English
Year 11/12: C Biology

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Cellular biology	Ecosystem dynamics	Human physiology	Genetics
	Assessment			
	A1: Student experiment	A2: Data test	A3: Research Investigation	A4: Examination
Years 11/12	Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
	Assessment			
	FIA1: Data test (10%) FIA2: Student experiment (20%)	FIA3: Research investigation (20%) FIA4: Examination combination response (50%)	IA1: Data test (10%) IA2: Student experiment (20%)	IA3: Research investigation (20%) IA4: External Examination (50%)

SCIENCE DEPARTMENT

Aquatic Practices

Applied Subject

Prerequisites:

Year 10: C Science
Year 11/12: C Aquatics

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Water safety	Weather & tides	Technology in the marine industry	Aquatic ecosystems
	Assessment			
	A1: Practical project	A2: Applied investigation	A3a: Practical project A3b: Applied investigation	A4: Applied investigation
Years 11/12	Using the aquatic environment	Coastlines & navigation	Recreational & commercial fishing	Marine vessels
	Assessment			
	FIA1: Applied investigation (25%) FIA2: Practical project (25%)	FIA3: Applied investigation (25%) FIA4: Practical project (25%)	IA1: Applied investigation (25%) IA2: Practical project (25%)	IA3: Applied investigation (25%) IA4: Practical project (25%)

INDUSTRIAL TECHNOLOGY & DESIGN DEPARTMENT

Engineering Skills

Applied Subject

Prerequisites:

Year 10: Nil
Year 11/12: C Engineering Skills

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products.

Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Welding fundamentals	Push up grip	Bike stand	Gantry crane
	Assessment			
	A1: Project	A2: Practical demonstration	A3: Project	A4: Practical demonstration
Years 11/12	Welding and fabrication	Fitting and machining	Production in the manufacturing engineering industry	Production in the structural engineering industry
	Assessment			
	FIA1: Practical demonstration - metal dice (25%) FIA2: Project - rocket stove (25%)	FIA3: Practical demonstration - meat mallet (25%) FIA4: Project - tap wrench (25%)	IA1: Practical demonstration - trailer lock IA2: Project - sliding f clamp (25%)	IA3: Practical demonstration - structural engineering stress test IA4: Project - outdoor seating (25%)

INDUSTRIAL TECHNOLOGY & DESIGN DEPARTMENT

Building and Construction Skills

Applied Subject

Prerequisites:

Year 10: Nil
Year 11/12: C Building & Construction Skills

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials.

Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Tool Box	Concreting	Landscaping & painting	Wall Framing
	Assessment			
	A1: Project	A2: Practical demonstration	A3: Project	A4: Practical demonstration
Years 11/12	Fixing and finishing	Site Preparations and Foundations	Framing and cladding	Construction in domestic building industry
	Assessment			
	FIA1: Practical demonstration - setting plaster board (25%)	FIA3: Practical demonstration - pouring concrete (25%)	IA1: Practical demonstration - cubby house - subfloor and wall frame (25%)	IA3: Practical demonstration - cubby house – painting and roofing (25%)
	FIA2: Project - plastering external corners and cornice (25%)	FIA4: Project - landscaping (25%)	IA2: Project - cubby house - cladding (25%)	IA4: Project - cubby house - decking (25%)

INDUSTRIAL TECHNOLOGY & DESIGN DEPARTMENT

Furnishing Skills

Applied Subject

Prerequisites:

Year 10: Nil
Year 11/12: C Furnishing Skills

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts.

Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Timber knife block	Timber laptop case	Timber toy truck	Jewellery box
	Assessment			
	A1: Project	A2: Practical demonstration	A3: Project	A4: Practical demonstration
Years 11/12	Interior furnishing	Production in the domestic furniture industry	Cabinet-making	Furniture-making
	Assessment			
	FIA1: Practical demonstration - timber carry tray (25%) FIA2: Project - timber tool carry all (25%)	FIA3: Practical demonstration - end-grain chopping board (25%) FIA4: Project - bedside table (25%)	IA1: Practical demonstration - bread box (25%) IA2: Project - dartboard cabinet (25%)	IA3: Practical demonstration - squatters chair (25%) IA4: Project - epoxy coffee table (25%)

INDUSTRIAL TECHNOLOGY & DESIGN DEPARTMENT

Hospitality Practices

Applied Subject

Prerequisites:

Year 10: Nil
Year 11/12: C Food Technology

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Hygiene & safety	Dietary requirements	Baking and cake making	Event planning
	Assessment			
	A1: Exam	A2: Investigation	A3: Project	A4: Project
Years 11/12	Bar and barista	Casual dining	In-house dining	Guest services
	Assessment			
	FIA1: Project (50%)	FIA2: Project (25%) FIA3: Practical (25%)	IA1: Practical (25%) IA2: Project (25%)	IA3: Investigation (25%) IA4: Project (25%)

ARTS DEPARTMENT

Fashion

Applied Subject

Prerequisites:

Year 10: NIL
Year 11/12: C Fashion

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Construction Techniques	Iconic Hoodies	Collections	The 2-piece project
	Assessment			
	A1: Project folio	A2: Project fashion garment	A3: Project fashion collection	A4: Project fashion garment
Years 11/12	Adornment	Slow fashion	Fashion designers	Historical fashion influences
	Assessment			
	FIA1: Project (25%) FIA2: Practical demonstration (25%)	FIA3: Practical demonstration (25%) FIA4: Project (25%)	IA1: Project (25%) IA2: Practical demonstration (25%)	IA3: Practical demonstration (25%) IA4: Project (25%)

ARTS DEPARTMENT

Visual Art

General Subject

Prerequisites:

Year 10: B Art & B English
Year 11/12: B Art & B English

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes.

On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Impressionist self portrait	Aus-deck contemporary Australian identity	Steam Punk hat design	Non-representational art & mixed media
	Assessment			
	A1: Self-portrait	A2a: Written essay A2b: Skateboard deck written analysis	A3: Design and create a wearable hat with a Steam Punk influence	A4: Abstract & mixed media artwork
Years 11/12	Art as lens	Art as code	Art as knowledge	Art as alternate
	Assessment			
	FIA1: Investigation inquiry (20%) FIA2: Project inquiry (25%)	FIA3: Project inquiry (30%) FIA4: Examination extended response (25%)	IA1: Investigation inquiry (20%) IA2: Project inquiry (25%)	IA3: Project inquiry phase 3 (30%) IA4: External examination (25%)

ARTS DEPARTMENT

Drama

General Subject

Prerequisites:

Year 10: B Drama or Triple Threat & C English
Year 11/12: B Drama & C English

Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using 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.

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. A study of a range of forms and styles such as physical theatre, Epic and Social commentary, Verbatim theatre and traditional forms of performance, students will learn about current practice and emerging trends, including those from different cultures and contexts, which forms a core aspect of the learning.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Stories of the people - physical theatre	Opinions of the people - epic theatre	Movement of the people – musical theatre	Voices of the people – verbatim theatre
	Assessment			
	A1a: Performance A1b: Director's folio	A2a: Script writing A2b: Performance	A3: Performance	A4a: Group devising and performance A4b: Examination extended response
Years 11/12	Share	Reflect	Challenge	Transform
	Assessment			
	FIA1: Performance (20%) FIA2: Dramatic concept (20%)	FIA3: Practice-led project (35%) FIA4: Examination extended response (25%)	IA1: Performance (20%) IA2: Dramatic concept (20%)	IA3: Practice-led project (35%) IA4: External examination (25%)

ARTS DEPARTMENT

Visual Arts in Practice

Applied Subject

Prerequisites:

Year 10: C Art
Year 11/12: C Visual Arts

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Impressionist self portrait	Aus-deck contemporary Australian identity	Steam Punk hat design	Non-representational art & mixed media
	Assessment			
	A1a: Self-portrait A1b: Written essay	A2: Skateboard deck and visual diary	A3: Design and create a wearable hat with a Steam Punk influence	A4: Abstract & mixed media artwork and visual diary
Years 11/12	Looking inwards (self)- Self expression	Looking outwards (others)- Social Commentary	Clients- The Music Industry	Transform & extend- Australian landscapes
	Assessment			
	FIA1: Project (25%) FIA2: Resolved artwork (25%)	FIA3: Project (25%) FIA4: Resolved artwork (25%)	IA1: Project (25%) IA2: Resolved artwork (25%)	IA3: Project (25%) IA4: Resolved artwork (25%)

ARTS DEPARTMENT

Dance in Practice

Applied Subject

Prerequisites:

Year 10: Nil
Year 11/12: C Dance

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits.

In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Just dance	Musical theatre	Industry connects	Site specific
	Assessment			
	A1: Project – choreography	A2: Performance	A3: Project - choreography	A4: Project – choreography and performance
Years 11/12	Health	Industry	Celebration	Technology
	Assessment			
	FIA1: Performance project (25%) FIA2: Choreography (25%)	FIA3: Choreographic project (25%) FIA4: Performance (25%)	IA1: Choreographic project (25%) IA2: Performance (25%)	IA3: Choreographic project (25%) IA4: Performance (25%)

ARTS DEPARTMENT

Music in Practice

Applied Subject

Prerequisites:

Year 10: C Music
Year 11/12: C Music

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Music & media	21st Century music	Live & recorded sound production	What is genre?
	Assessment			
	A1: Project Composition	A2: Performance	A3: Multimodal / composition	A4: Project performance
Years 11/12	Music of today	The cutting edge	Building your brand	'Live' on stage
	Assessment			
	FIA1: Project (25%) FIA2: Performance (25%)	FIA3: Project (25%) FIA4: Composition (25%)	IA1: Project (25%) IA2: Composition (25%)	IA3: Project (25%) IA4: Performance (25%)

ARTS DEPARTMENT

Media Arts in Practice

Applied Subject

Prerequisites:

Year 10: Nil
Year 11/12: C Media Arts

Media Arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Fact or fiction: time magazine cover	Pre-production short film	Production: sweded trailer	Film branding and marketing
	Assessment			
	A1: Extended response	A2: Project Folio	A3: Product – short film	A4: Product - Music video
Years 11/12	Personal viewpoints	Representations	Community	Persuasion
	Assessment			
	FIA1: Project (25%) FIA2: Media artwork (25%)	FIA3: Project (25%) FIA4: Media artwork (25%)	IA1: Project (25%) IA2: Media artwork (25%)	IA3: Project (25%) IA4: Media artwork (25%)

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Health

General Subject

Prerequisites:

Year 10: B English
Year 11/12: C Health & B English

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	How we measure	Health concerns of young people	Health behaviours of young people	Working in health
	Assessment			
	A1: Examination extended response	A2: Investigation analytical exposition	A3: Investigation action research	A4: Examination extended response
Years 11/12	Resilience as a personal health resource	Peers and family as resources for healthy living	Community as a resource for healthy living	Respectful relationships in the post-schooling transition
	Assessment			
	FIA1: Investigation (50%)	FIA2: Action Research (25%) FIA3: Examination extended response (25%)	IA1: Action Research (25%) IA2: Examination extended response (25%)	IA3: Investigation (25%) IA4: External examination (25%)

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Physical Education

General Subject

Prerequisites:

Year 10: C HPE or HPS & B English
Year 11/12: C Physical Education & B English

In Physical Education, Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies.

Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Year 10	Functional anatomy & aquathon and resistance training	Strategy in sport & badminton	Ethics and integrity in sport & volleyball	Energy systems and performance & netball / basketball
	Assessment			
	A1: Examination extended response	A2: Project - folio	A3: Investigation	A4: Examination extended response
Years 11/12	Motor learning, functional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity	Tactical awareness and ethics in physical activity	Energy, fitness and training in physical activity
	Assessment			
	FIA1: Project - folio (50%)	FIA2: Project - folio (25%) FIA3: Investigation - report (25%)	IA1: Project - folio (25%) IA2: Investigation - report (25%)	IA3: Project - folio (25%) IA4: External examination (25%)

Sport & Recreation

Applied Subject

Prerequisites:

Year 10: NIL
Year 11/12: C Sport & Recreation

Sport and recreation activities represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. 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.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Evolution of sport	Sports nutrition	Outdoor education and adventure opportunities	Sports injuries
	Assessment			
	A1: Investigation	A2: Performance	A3: Performance	A4: Examination
Years 11/12	Outdoor leadership	Fitness for sport and recreation	Coaching and officiating	Event management
	Assessment			
	FIA1: Project (50%)	FIA2: Performance (25%) FIA3: Project (25%)	IA1: Project (25%) IA2: Performance (25%)	IA3: Project (25%) IA4: Performance (25%)

Early Childhood Studies

Applied Subject

Prerequisites:

Year 10: NIL
Year 11/12: C Early Childhood

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development.

Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 10	Child development	Story telling	Let's get active	Play & toy making
	Assessment			
	A1: Investigation	A2: Project	A3: Project	A4: Project
Years 11/12	Children's development	Play & creativity	Literacy & numeracy	Indoor & outdoor environments
	Assessment			
	FIA1: Project (50%)	FIA2: Investigation (25%) FIA3: Project (25%)	IA1: Project (25%) IA2: Investigation (25%)	IA3: Project (25%) IA4: Investigation (25%)

QCIA Curriculum

The Guideline for individual learning provides a curriculum framework for developing individualised curriculum plans for senior secondary students working toward the QCIA.

QCIA Curriculum Organisers	
Communication and technologies (Literacy)	Students gain knowledge, understanding and skills in literacy and digital and other technologies.
Personal and living dimensions (Numeracy)	Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy.
Community, citizenship and the environment	Students develop knowledge, understanding and skills about communities, citizenship and the environment.
Leisure and recreation	Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities.
Vocational and transition activities	Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways.

Learning focuses are described through learning goals. They are organised to reflect a range of learning. Learning goals are designed to build from awareness or recognition through to use and application of particular knowledge, understanding and skills, and are found on a student's individualised curriculum plan.

Assessment
Assessment provides evidence of the learning goals developed from the selected learning focuses in the curriculum organisers. Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement examples include practical skills, projects, tests and bookwork.

The QCE and QCIA policy and procedures handbook provides guidelines for compiling folios of student evidence of achievement: www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook.

Note: This program may incur additional costs (i.e travelling on public transport or $5 per week when cooking).

Diploma of Business

Prerequisites:

English (B)
Diploma of Business BSB50120

VET Qualification (8 QCE points)

The Diploma of Business (BSB50120) is a nationally accredited vocational course that will be delivered over 18 months.

Students will develop skills for middle management in Business, office and administration environments. The content for this course will be delivered by a trainer from Prestige Service Training (PST) or Aurora Training Institute at Merrimac State High School. The Diploma will be awarded when students successfully complete the 12 units of competency.

This course is designed to develop knowledge regarding the management and skills required to work in a business environment build practical skills and knowledge that may lead to employment in a business setting. Students will learn and practice transferable skills including; managing personal and professional development, developing critical thinking in others, facilitating continuous improvement and managing budgets and financial plans.

Students must be prepared to engage, contribute and participate in class and model behaviours expected in a business environment. Students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

Additional Costs

A fee of approx. $2750 applies to this course. This fee it is not VETiS eligible.

Units of Competency Core:

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

Electives:

BSBHRM525	Manage recruitment and onboarding
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBLDR522	Manage people performance
BSBPEF501	Manage personal and professional development
BSBWHS521	Ensure a safe workplace for a work area
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS504	Manage business risk
BSBSTR502	Facilitate continuous improvement
BSBCMM411	Make presentations

Total units: 12 (5 core PLUS 7 electives)

Certificate III Dance

LAUNCH Performing Arts, Mermaid Beach

VET Qualification (8 QCE points)

The Certificate III in Dance (CUA30113) is a nationally accredited vocational course that will be delivered over 24 months. This two-year, part-time course is designed for secondary school students looking to further their education and experience in performing arts while providing vocational education points towards their Queensland Certificate of Education.

Students will develop skills for middle management in Business/office/administration environments. The content for this course will be delivered by industry professional choreographers, trainers, health and wellness coaches from LAUNCH Performing Arts in Mermaid Beach.

This course is designed to develop knowledge regarding the management and skills required to work in the performance world, building skills and knowledge that may lead to employment in the industry. Students will learn and practice transferable skills including; training in various styles of dance, exposure to international directors, choreographers and coaches in the business, mock auditions, ongoing feedback, planning strategies, maintaining a healthy mindset and motivating and inspiring students to become the best performer they can.

The first semester of this course in year 10 is preparatory and provides foundational knowledge and skills to prepare students for the course. Our intention is to prepare students for their chosen pathway whilst ensuring that they are ready for all other options. Students are trained to be the best technicians and performing artists they can be.

Students must be prepared to engage, contribute and participate in class and model behaviours expected in a professional dance environment. Students will need to have good time management skills and be able to write academically.

Additional Costs

Cost: approx. $5950 ($2,975.00 per year - payment plans available)
Performance Opportunities: STAR Casino and Pink Flamingo (alongside Certificate IV / Pre-Professional dance students)
Website: https://www.launchpac.com.au/cert-iii-in-dance/

Units of Competency

CUACHR311	Develop Basic Dance Composition Skills
CUAPRF317	Develop Performance Techniques
CUAWHS311	Condition the Body for Dance Performances
CUADAN315	Increase Depth of Jazz Techniques
CUADAN316	Increase Ballet Dance Techniques
CUAPRF314	Develop Audition Techniques
CUADAN314	Develop Dance Improvisational skills
CUADAN318	Increase Depth of Contemporary Techniques
CUAPRF316	Develop Basic Musical Theatre Techniques
CUAPRF414	Develop Movement Skills for Performance
CUAPRF415	Rehearse Technique for Performance