St Margaret's

Curriculum HANDBOOK

YEAR 11 **2026**

YEAR 12 **2027**

Table of Contents

Mission Statement

In a supportive Christian environment, reflecting the philosophy
of the Sisters of the Society of the Sacred Advent,
St Margaret's Anglican Girls School aims to provide
excellence in teaching and learning
within a broad, balanced and flexible curriculum
complemented by other school activities;
preparing confident, compassionate and capable young
women able to contribute in a global community.

St Margaret's

A **local school** with a **global outlook**

April 2025

Dear Parents / Guardians

The purpose of learning is growth and our minds, unlike our bodies, can continue growing as long as we live.
(Mortimer Adler)

St Margaret's has enjoyed a long tradition of academic excellence and broad subject choice. For 2026, the school continues with this tradition, as it focuses on preparing each student to meet requirements of the Queensland Certificate of Education (QCE) system.

Whether it is for further study at a tertiary institution, an apprenticeship or entry into the workforce, St Margaret's, through its subject offerings, aims to prepare students for whatever endeavour they ultimately wish to pursue.

This Curriculum Handbook is designed to help your daughter plan her course of study for Years 11 and 12. It is important that subject selections are made considering personal interests and future career goals. The A, B and C subject group structure steers students to subject choices which can maximise their ATAR, and therefore their tertiary choices. It is important that students think seriously about the appropriateness of their choices for their interests and skill level as they should remain in these subjects for two years.

Members of staff have been and will continue to assist you and your daughter in making good selections. Their advice is invaluable, as most have had experience assisting families in their choices over many years. The SET Planning and Career Avenue processes have also supported all students' decision making.

Ultimately, success in senior studies is based on wise selection from subject choices and a positive approach to learning. The latter involves good time management, focus and persistence.

I do hope your daughter enjoys her Years 11 and 12 program and the opportunity to grow in knowledge and understanding in her final years of school.

Yours sincerely

Ros Curtis
PRINCIPAL

Year 11 2026 – Year 12 2027

The Queensland Certificate of Education (QCE) system was introduced in 2019, including the Australian Tertiary Admission Rank (ATAR) that has become the standard pathway to tertiary study for Queensland Year 12 students. This curriculum handbook will assist you to understand and help you to plan what to study in Years 11 and 12. You will use this information to begin exploring the jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

When choosing subjects, it is important for students to consider the subjects that:

- they enjoy
- they will achieve well in
- meet the prerequisites for future study or employment
- provide the kind of educational program the student and family values

In the QCE system, a process of inter-subject scaling occurs to allow performances to be compared across all subjects. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible five subject results to comprise their ATAR. The students for whom subject-scaling might play a role in decision making are those who can reasonably expect to achieve highly in the subjects they are considering.

Once students have made their initial selections, the 2026 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that the school limits the size of classes; therefore, a change of subject may not be possible if the class is full or on a different line in the timetable. In some cases (where manageable) smaller classes may be run together with Year 12 subjects.

Religious and Values Education will be delivered through a series of masterclasses. This will take the form of workshops where students will participate in a variety of seminars exploring relevant and contemporary issues. Attendance at these masterclasses is compulsory.

If students or parents have any questions in relation to the information contained in this Curriculum Handbook or the subject selection process, please contact the Dean of Academics, Ms Caitlin McCluskey, the Head of Faculty – Student Pathways & Futures, Ms Kelly Alford, the Careers Advisor, Mr Jake Compton or the relevant Head of Faculty. Contact numbers are recorded at the back of this Handbook.

Guidelines for Subject Selection

Students will choose one of the following QCE pathways:

- *Australian Tertiary Admissions Rank (ATAR) pathway* - students selecting this pathway must select five* General subjects. All students must select at least one subject from the English discipline.
- *Portfolio pathway* – students selecting this pathway are not eligible for an ATAR. All students must select three General subjects, including one subject from the English discipline.

Pathway option 1: Australian Tertiary Admissions Rank (ATAR) pathway
The ATAR will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland. The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating ATARs. In order to be eligible for an ATAR, students must select five General subjects. Results in General subjects also contribute to the award of a QCE.

** There may be reasons where students follow a variation to this program and this will be decided in conjunction with the Dean of Academics.*

For the ATAR pathway, five General subjects are selected from the following groups:

Group A **Choose at least one subject:**
Literature; English; English as an Additional Language

Group B **Choose a minimum of 2 and a maximum of 5 subjects:**
Accounting; Biology; Chemistry^; Chinese; Digital Solutions; Economics; Engineering; English; French; Geography^; Legal Studies; Literature; Mathematical Methods; Modern History^; Physics^; Specialist Mathematics

Group C **Choose a minimum of 0 and a maximum of 2 subjects:**
Ancient History; Design; Drama; General Mathematics; Music; Physical Education; Visual Art

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 in one of four subjects — English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Extension subjects are extensions of the related General subjects. Music Extension and English and Literature Extension will be offered to students after the completion of Units 1 and 2.

Pathway option 2: Portfolio Pathway
The portfolio pathway gives students qualifications that allow access to work, apprenticeship and study options. A wide variety of institutions, including universities and TAFE, publish information about VET courses they accept as entry qualifications. Students selecting the Portfolio Pathway will be eligible for a QCE. Ms Kelly Alford, Head of Faculty – Student Pathways & Futures will assist girls in planning this pathway.

Group A **Choose one subject:**
Literature, English, English as an Additional Language

Group B **Choose one Diploma:**
Diploma of Business (BSB50120) or [Axial Training Pty Ltd (RTO #: 2437 ; CRICOS: 03452C)]
Diploma of Project Management (BSB50820) [Transformed Pty Ltd (RTO #: 88152)]

Group C **Choose 2 ATAR subjects from groups B & C (see above)**

Group D **Special Project** – a school-based or off-campus program that will be offered to provide additional access to work, apprenticeship and study options. May include: TAFE Queensland 'TAFE in School' certificate courses*, school based traineeships and apprenticeships.

^scaling for these subjects is positive based on a minimum standard of achievement. This will be discussed further in your SET Plan meeting.
** costs will be covered by the school for all courses required for QCE completion.*

Process for Online Subject Selection

In Term Two, Year 10 students will be required to select their Senior subjects through the online process outlined below.

1. Each student will receive an email with the information required for entering their subject preferences online. **It is very important that this is completed by 3:00pm on Friday, 13 June.**

2. For your records, please print a receipt of your subject selections. This is for your reference only - there is no need to submit this receipt to the school as we have an electronic copy of your preferences.

If there are any difficulties with the online process please contact the Executive Assistant to the Deputy Principal on 3862 0771.

Senior Education Profile

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

- Statement of results
- Queensland Certificate of Education (QCE)

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

Statement of results
Students are issued with a statement of results in the December following the completion of internal and external assessments in subjects.

Queensland Certificate of Education (QCE)
Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling.

To meet the requirements for a QCE, students must:

- Accrue 20 credits from contributing courses of study
- Accrue at least 12 credits from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study
- Meet the literacy and numeracy requirement

VET courses of study will accrue credit as results are reported, provided they meet all other QCE requirements. Certificates in the Core category of learning (II, III, IV) will accrue QCE credit at increments of 25%, 50%, 75% and completion. Certificate I qualifications are in the Preparatory category of learning and accrue credit on completion. VET courses of study in the Complementary category of learning (Diploma and Advanced Diploma qualifications) will accrue one QCE credit for each unit of competency reported as competent, up to eight credits (within VET credit rules).

Glossary of Terms

Assumed Knowledge
Assumed knowledge is the minimum grade in senior studies (or equivalent) considered necessary for successful first year tertiary study. Students lacking the assumed level of knowledge are not prevented from enrolling; however, they may be disadvantaged unless they undertake recommended bridging, preparatory, or appropriate introductory subjects prior to, or during, their first year of study.

Prerequisites
Prerequisites are entry requirements (i.e. audition, senior subjects, portfolios) you must meet before you are considered for entry. Subject prerequisites are subjects you must complete and achieve a specified result before you are considered for entry. The most common prerequisite is English (Units 3 & 4, C) which means you must study English and achieve a grade of C or higher in Units 3 & 4.

Queensland Tertiary Admissions Centre (QTAC)
QTAC acts on behalf of universities, TAFE institutes and some private organisations to publish course information and to receive and process tertiary course applications. QTAC is also responsible for calculating ATARS.

Recommended Subjects
Subjects recommended in order to undertake a course successfully. These subjects, are desirable, but are not entry requirements and do not affect applicant selection.

Vocational Education and Training (VET)
Vocational Education and Training courses may be studied by students selecting the *Portfolio pathway*. Student achievement is based on industry-endorsed competency standards. Successful completion of VET modules or whole courses may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.

Summative Assessment
Subject results in General subjects will be based on student achievement in four summative assessments — three internal assessments and one external assessment that QCAA sets and marks. For most General subjects, the internal assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will contribute 50%. External assessment will be in all General subjects, but it will not be used to scale a student's internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result.

Formative Assessment
Results are not used for the calculation of an ATAR but rather are designed to allow students the opportunity to develop their skills and understanding.

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview
General syllabuses are developmental four-unit courses of study. Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview
Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments
Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

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.

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

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

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

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

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

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

The external assessment contributes a determined percentage to the student's overall subject result and is not privileged over summative internal assessment.

School of Distance Education

St Margaret's offers both French and Mandarin as language options. However, students who wish to study another language may have the opportunity to do this through the School of Distance Education. Students wishing to do this need to have studied this language previously or be a native speaker.

To elect to do another language, please contact the Dean of Academics Office on 3862 0826.

Please note that no other subjects will be offered through the School of Distance Education.

QCAA Senior Syllabuses

Mathematics	
General	
• General Mathematics • Mathematical Methods	• Specialist Mathematics
English	
General	
• English • English as an Additional Language • Literature	• English & Literature Extension
Sociocultural	
General	
• Ancient History • Geography	• Modern History
Health and Physical Education	
General	
• Physical Education	
Science	
General	
• Biology • Chemistry	• Physics • Engineering
eLearning, Research, Technology and Design	
General	
• Design	• Digital Solutions
Global Studies	
General	
• French • Chinese	• Economics • Accounting • Legal Studies
The Arts	
General	
• Drama • Music	• Music Extension • Visual Art

Accounting

General Senior Subject

Accounting students develop an understanding of the essential role accounting plays in the successful performance of any organisation. It is a way of systematically organising, critically analysing and communicating financial data and information in decision making about financial resources.

Students learn fundamental accounting concepts to understand accrual accounting, accounting for GST, managerial and accounting controls, preparing internal and external financial statements and analysis. They use their knowledge to synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations. Accounting is not just about learning technical knowledge. Students also learn to apply accounting concepts and critical thinking to solve real-life problems in varying contexts.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They also develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways
A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

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

- Describe and explain accounting concepts and principles
- Apply accounting principles and processes
- Analyse and interpret financial data and information to draw conclusions
- Evaluate accounting practices to make decisions and propose recommendations
- Synthesise and solve accounting problems
- Create responses that communicate meaning to suit purpose and audience

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination — Combination Response	34%	Formative internal assessment 2 (FA2): Examination — Combination Response	33%
		Formative internal assessment 3 (FA3): Project – Financial Reporting	33%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project — Cash Management	25%	Summative internal assessment 3 (IA3): Examination — Combination Response	25%
Summative internal assessment 2 (IA2): Examination — Combination Response	25%	Summative external assessment (EA): Examination — Combination Response	25%

Ancient History

General Senior Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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

Objectives

- Devise historical questions and conduct research
- Comprehend terms, issues and concepts
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources
- Communicate to suit purpose

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world Romans – the Family	**Personalities in their time** Ancient Greece: Perikles Alexander the Great	**Reconstructing the ancient world** Fifth Century Athens (BCE) Pompeii and Herculaneum	**People, power and authority** Ancient Rome — Civil War and the breakdown of the Republic Julius Caesar

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1: Examination – essay based on sources	33%	Formative internal assessment 2: Independent source investigation	33%
		Formative internal assessment 3: Examination – essay based on sources	34%

Summative assessments

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

Biology

General Senior Subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms Topic 1 - Cells as the basis of life Topic 2 - Exchange of nutrients and wastes Topic 3 - Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** Topic 1 - Homeostasis – thermoregulation and osmoregulation Topic 2 - Infectious diseases and epidemiology	**Biodiversity and the interconnectedness of life** Topic 1 - Describing biodiversity and populations Topic 2 - Functioning ecosystems and succession	**Heredity and continuity of life** Topic 1 - Genetics and heredity Topic 2 - Continuity of life on Earth

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Data Test	10%	Formative internal assessment 3 (FA3): Research Task	20%
Formative internal assessment 2 (FA2): Student Experiment	20%		
Formative internal assessment 4 (FA4): Examination			50%

Summative assessments

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

Chemistry

General Senior Subject

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Data Test	10%	Formative internal assessment 3 (FA3): Research Task	20%
Formative internal assessment 2 (FA2): Student Experiment	20%		
Formative internal assessment 4 (FA4): Examination			50%

Summative assessments

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

Chinese

General Senior Subject

The central goal for additional language acquisition is communication. The ability to communicate in an additional language such as Chinese is an important skill in a global society. Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and interpretation of meaning across cultures and languages. Students participate in a range of interactions in which they become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. As they acquire language in social and cultural settings, they explore cultural diversity and similarities between another language and their own, fostering intercultural understanding and exchange of ideas and perspectives.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences. Acquiring another language provides the opportunity to develop skills of critical and creative thinking, intellectual flexibility and problem solving. Additional language acquisition requires intellectual discipline and systematic approaches to learning, characterised by effective planning and organisation, and processes of self-management and monitoring.

Pathways
A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education. Students who have acquired an additional language have an advantage against mono-lingual speakers in the labour market.

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

- Comprehend Chinese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of Chinese language elements, to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually relevant Chinese

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** Family/carers and friends Peers Education	探索世界 **Exploring our world** Travel and exploration Social customs Chinese influences around the world	我们的社会; 文化和特性 **Our society; culture and identity** Lifestyle and leisure The arts, entertainment and sports Groups in society	我的现在和未来 **My present; my future** The present Future choices

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination - Short Response	25%	Formative internal assessment 3 (FA3): Multimodal Presentation and Interview	40%
Formative internal assessment 2 (FA2): Examination – Extended Response	35%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — Short Response	20%	Summative internal assessment 3 (IA3): Multimodal Presentation and Interview	30%
Summative internal assessment 2 (IA2): Examination — Extended Response	25%	Summative external assessment (EA): Examination — Combination Response	25%

Design

General Senior Subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

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

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

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using visual representation skills
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination — Design Challenge	20%	Formative internal assessment 4 (FA3): Project	50%
Formative internal assessment 2 (FA2): Project	30%		

Summative assessments

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

Digital Solutions

General Senior Subject

Digital Solutions enables students to 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.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

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

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

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements and criteria
- Synthesise information and ideas to determine possible digital solutions
- Generate components of the digital solution
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Investigation	33%	Formative internal assessment 3 (FA3): Project	34%
Formative internal assessment 2 (FA2): Examination	33%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — technical proposal	25%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Project — digital solution	25%	Summative external assessment (EA): Examination	25%

Drama

General Senior Subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They 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. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

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

Pathways
A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives
By the conclusion of the course of study, students will:
demonstrate an understanding of dramatic languages

- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? Cultural inheritances of storytelling, oral history and emerging practices A range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre Associated conventions of styles and texts	**Transform** How can you transform dramatic practice? Contemporary performance Associated conventions of styles and texts Inherited texts as stimulus

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Project – Part 1 – analysis and evaluation	20%	Formative internal assessment 3 (FA3): Project – practice-led project	35%
Formative internal assessment 2 (FA2): Project Part 1 – dramatic concept	20%	Formative internal assessment 4 (FA4): Extended response	25%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — practice-led project	35%
Summative internal assessment 2 (IA2): Project — dramatic concept	20%	Summative external assessment (EA): Examination — extended response	25%

Engineering

General Senior Subject

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

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

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

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

- Recognise and describe engineering problems, knowledge, concepts and principals
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Determine solution success criteria for engineering problems
- Synthesise information and ideas to propose possible solutions
- Generate prototype solutions to provide data to determine the feasibility of solutions
- Evaluate and refine ideas and solutions to make justified recommendations.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination - combination response	25%	Formative internal assessment 2 (FA2): Engineering Solution (Engineering Portfolio)	25%
Formative internal assessment 4 (FA3): Examination			50%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Engineering Solution (Engineering Portfolio)	25%	Summative internal assessment 3 (IA3): Engineering Solution (Engineering Portfolio)	25%
Summative internal assessment 2 (IA2): Examination - combination response	25%		
Summative external assessment (EA): Examination			25%

English as an Additional Language

General Senior Subject

English as an Additional Language is designed for students for whom English is not their first or home language.

The subject develops students' knowledge, understanding and language skills in Standard Australian English (SAE) and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster their skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. The course fosters the development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies. Students have opportunities to develop the skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre.

Students explore the ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop their empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers, in addition to fostering their enjoyment and appreciation of the English language.

The English as an Additional Language course values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences. This course also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

Pathways
A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture Examining how language and culture are interrelated and expressed in a range of socio-cultural contexts. Examining a variety of literary and non-literary texts, including media texts, to develop an understanding of and ability to use text structures and language features across a range of contexts. Creating analytical and persuasive texts.	**Perspectives in texts** Examining perspectives represented in Australian texts, including those by Aboriginal and Torres Strait Islander writers, and how cultural assumptions, values, attitudes and beliefs underpin these texts. Examining how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives. Creating imaginative and analytical texts.	**Issues, ideas and attitudes** Examining how texts work as they analyse and respond to representations of contemporary social issues, ideas and attitudes in a range of literary and non-literary texts, including media texts. Examining how meaning and perspectives are shaped by the relationships between language, purpose, text, contexts and audiences. Creating analytical and persuasive texts.	**Close study of literary texts** Exploring representations of the world and human experience by engaging with literary texts from diverse times and places. Examining how these texts build a shared understanding of human experience, and to examine how representations of issues position readers and viewers. Exploring the ways in which language choices shape meaning and influence audiences. Creating imaginative and analytical responses to literary texts.

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Extended response: persuasive written response	25%	Formative internal assessment 3 (FA3): Extended response: imaginative spoken/multimodal response	25%
Formative internal assessment 2 (FA2): Examination – analytical written response	25%	Formative internal assessment 4 (FA4): Examination – analytical written response	25%

Summative assessments

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

Economics

General Senior Subject

Economics is integral to every aspect of our lives; our employment opportunities, business operations and living standards. The subject challenges students 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.

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

The field of economics is divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context students 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. Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

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

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

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

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination - Combination Response	33%	Formative internal assessment 3 (FA3): Examination — Extended Response	34%
Formative internal assessment 2 (FA2): Investigation	33%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — Combination Response	25%	Summative internal assessment 3 (IA3): Examination — Extended Response	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative external assessment (EA): Examination — Combination Response	25%

English

General Senior Subject

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster their skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts. They develop their skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences.

Throughout the course, students have opportunities to foster their enjoyment and appreciation of literary and non-literary texts, in addition to the aesthetic use of language and style. They develop their skills of creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others. They are offered opportunities for critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. They develop empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Exploring individual and collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts. Examining how perspectives and representations of concepts, identities and groups are constructed. Exploring how meaning is shaped through the relationships between language, text, purpose, context and audience. Creating responses for public audiences and persuasive texts.	**Texts and culture** Exploring cultural experiences of the world through engaging with a variety of texts, including Australian texts. Examining how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives. Examining the relationship between language and identity, the effect of textual choices and the ways in which these choices position audiences. Creating imaginative and analytical texts.	**Textual connections** Exploring connections between texts by examining representations of the same concepts and issues in different texts. Examining how the textual constructions of the same concepts and issues in different texts resonate, relate to and clash with one another. Exploring how connections between texts contribute to meaning making. Creating persuasive texts and responses for public audiences.	**Close study of literary texts** Engaging with literary texts from diverse times and places. Exploring how texts build a shared understanding of the human experience and through this become significant to a culture. Experimenting with innovative and imaginative use of language, style and textual elements in order to create imaginative texts that promote emotional and critical reactions in readers. Developing an analytical response through examining various interpretations of a literary text and constructing a close, critical study of it.

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Extended response – persuasive spoken response	25%	Formative internal assessment 3 (FA3): Extended response: written response for a public audience	25%
Formative internal assessment 2 (FA2): Examination – analytical written response	25%	Formative internal assessment 4 (FA4): Examination: imaginative written response	25%

Summative assessments

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

English & Literature Extension

General Senior Subject

English & Literature Extension is an extension of both the English (2025) and the Literature (2025) syllabuses and therefore offers more challenge as it builds on the study students have already undertaken.

English & Literature Extension is a theorised study of literature which allows students to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

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

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

- Demonstrate understanding of literary texts studied to develop interpretation/s
- Demonstrate understanding of different theoretical approaches to exploring meaning in texts
- Demonstrate understanding of the relationships among theoretical approaches
- Apply different theoretical approaches to literary texts to develop and examine interpretations
- Analyse how different genres, structures and textual features of literary texts support different interpretations
- Use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- Use textual features in extended analytical responses to create desired effects for specific audiences
- Evaluate theoretical approaches used to explore different interpretations of literary texts
- Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

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

Unit 3	Unit 4
Ways of reading Examining various interpretive practices generated from a range of theoretical understandings about how meaning is made. Exploring different ways of reading or interpreting texts, and examining various schools of thought and related reading practices. Applying and evaluating theoretical approaches to literary texts to produce readings. Constructing readings of literary texts, theorised defences and complex transformations.	**Exploration and evaluation** Analysing how literary texts construct representations and how these inform interpretations. Exploring and evaluating the effectiveness of theoretical approaches in producing close readings of texts. Applying and evaluating theoretical approaches to examine interpretations in depth in order to produce close readings. Constructing an extended academic research paper and producing theorised close readings of literary texts.

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

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

French

General Senior Subject

The central goal for additional language acquisition is communication. The ability to communicate in an additional language such as French is an important skill in a global society. French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and interpretation of meaning across cultures and languages. Students participate in a range of interactions in which they become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. As they acquire language in social and cultural settings, they explore cultural diversity and similarities between another language and their own, fostering intercultural understanding and exchange of ideas and perspectives.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences. Acquiring another language provides the opportunity to develop skills of critical and creative thinking, intellectual flexibility and problem solving. Additional language acquisition requires intellectual discipline and systematic approaches to learning, characterised by effective planning and organisation, and processes of self-management and monitoring.

Pathways
A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses are of value, such as international business, diplomacy and international relations, hospitality, tourism, law, science, technology, sociology and education. Students who have acquired an additional language have an advantage against mono-lingual speakers in the labour market.

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

- Comprehend French to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of French language elements of French to convey meaning
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communication using contextually appropriate French

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination - Short Response	25%	Formative internal assessment 3 (FA3): Multimodal presentation and interview	40%
Formative internal assessment 2 (FA2): Examination - Combination Response	35%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — Short Response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — Combination Response	25%	Summative external assessment (EA): Examination — Combination Response	25%

General Mathematics

General Senior Subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways
A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
- Comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices
- Communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination	50%	Formative internal assessment 2 (FA2): Problem-solving and modelling task	20%
		Formative internal assessment 3 (FA3): Examination	30%

Summative assessments

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

Geography

General Senior Subject

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

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

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Propose action
- Communicate geographical understanding

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1: Investigation – Data Report	33%	Formative internal assessment 2: Investigation: Field Report	33%
		Formative internal assessment 3: Examination – Combination Response	34%

Summative assessments

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

Legal Studies

General Senior Subject

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 law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences. 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.

Legal studies explores the role and development of law in response to current issues. Students study the foundations of law, the criminal justice process focusing on punishment and sentencing, and the civil justice system focusing on contract and negligence. They critically examine issues of governance, before exploring contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes. In doing so, they appreciate how the legal system is relevant to them and their communities.

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

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

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination — Combination Response	33%	Formative internal assessment 3 (FA3): Investigation — Analytical Essay	34%
Formative internal assessment 2 (FA2): Investigation — Inquiry Report	33%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — Combination Response	25%	Summative internal assessment 3 (IA3): Investigation — Analytical Essay	25%
Summative internal assessment 2 (IA2): Investigation — Inquiry Report	25%	Summative external assessment (EA): Examination — Combination Response	25%

Literature

General Senior Subject

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.

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. The course affords students the opportunity to develop 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.

Literature fosters students' enjoyment and appreciation of literary texts and the aesthetic use of language, and style, in addition to creative thinking and their imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others. Students have opportunities to engage in critical exploration of the ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. The course also helps students to deepen their 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.

Pathways
A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies Examining the ways literary texts are received and responded to. Exploring a range of literary forms from various contexts and considering how textual choices engage readers imaginatively, emotionally and critically. Examining how more studied and critical responses to texts can enhance personal responses. Creating analytical and imaginative texts.	**Texts and culture** Examining how literary texts connect with each other in terms of genre, concepts and/or context, or texts that are adaptations of other texts. Exploring how changes to the form and medium of a text affect its meaning. Engaging with critical readings and imaginative adaptations of literary texts to develop interpretations and responses. Creating analytical and imaginative texts	**Literature and identity** Examining the relationship between language, culture and identity in literary texts. Inquiring into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Exploring how texts endorse, challenge or question cultural assumptions. Creating analytical and imaginative texts	**Independent explorations** Exploring the dynamic nature of literary explorations and interpretations, and how a close examination of structure, style and subject matter of literary texts supports various responses. Examining a range of interpretations of a literary text to develop independent, informed and sustained interpretations. Manipulating a range of aesthetic features and stylistic devices to achieve particular effects in imaginative texts.

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination – analytical written response	25%	Formative internal assessment 3 (FA3): Extended response: imaginative written response	25%
Formative internal assessment 2 (FA2): Extended response: imaginative spoken/multimodal response	25%	Formative internal assessment 4 (FA4): Examination: analytical written response	25%

Summative assessments

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

Mathematical Methods

General Senior Subject

To study Mathematical Methods in Years 11 and 12, students must achieve a **minimum grade of a C in the Semester 2 Year 10 Mathematics 2 examination**.

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Pathways
A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health sciences, engineering, computer science, psychology and business.

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

- Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- Comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination	30%	Formative internal assessment 3 (FA3): Examination	50%
Formative internal assessment 2 (FA2): Problem-solving and modelling task	20%		

Summative assessments

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

Modern History

General Senior Subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

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

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

Objectives

- Devise historical questions and conduct research
- Comprehend terms, issues and concepts
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources
- Communicate to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars: Tasmania's Black War 1788–1840 The Industrial Revolution 1760 - 1890	**Movements in the modern world** Women's movement since 1893: The Suffrage campaign in Britain	**National experiences in the modern world** Germany,1914–1945 United States of America, 1917–1945: The New Deal	**International experiences in the modern world** Australia's engagement with Asia – the Vietnam War The Cold War: Reasons for the end of the Soviet Union

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1: Examination — essay in response to historical sources	33%	Formative internal assessment 3: Examination — essay in response to historical sources	34%
Formative internal assessment 2: Investigation: Independent Source Investigation	33%		

Summative assessments

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

Music

General Senior Subject

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

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

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

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

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

- Demonstrate technical skills (performance and specialisation)
- 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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Performance	20%	Formative internal assessment 3 (FA3): Integrated Project	35%
Formative internal assessment 2 (FA2): Composition	20%	Formative internal assessment 4 (FA4): Examination - Extended Response	25%

Summative assessments

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

Music Extension (Composition, Musicology or Performance Specialisation)

General Senior Subject

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (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.

In the Musicology specialisation (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.

In the Performance specialisation (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.

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

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

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply compositional devices, manipulate music elements and concepts, resolve music ideas (Composition specialisation)
- Analyse music, investigate music and synthesise information (Musicology specialisation)
- Apply technical skills, interpret music elements and concepts, realise music ideas (Performance specialisation)

Structure

Unit 3	Unit 4
Explore Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	Emerge Key idea 3: Independent best practice

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance/Composition	20%	Summative internal assessment 3 (IA3): Specialisation specific project	35%
Summative internal assessment 2 (IA2): Performance/Composition	20%	Summative external assessment (EA): Examination – extended response	25%

Physical Education

General Senior Subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students will engage in a range of physical activities to develop movement sequences and movement strategies. They will 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.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Pathways
A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport administration and management, sport development and coaching.

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

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics in physical activity	Sport psychology, equity (barriers and enablers) and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Project – folio	25%	Formative internal assessment 3 (FA3): Project – folio	25%
Formative internal assessment 2 (FA2): Examination — combination response	25%	Formative internal assessment 4 (FA4): Investigation: report	25%

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project - Folio	25%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Investigation – Report	25%	Summative external assessment (EA): Examination – Combination response	25%

Physics

General Senior Subject

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

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

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

Assessment
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Data Test	10%	Formative internal assessment 3 (FA3): Research Task	20%
Formative internal assessment 2 (FA2): Student Experiment	20%		
Formative internal assessment 4 (FA4): Examination			50%

Summative assessments

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

Specialist Mathematics

General Senior Subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

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

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

- Select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus
- Comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

Structure
Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

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

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination	30%	Formative internal assessment 2 (FA2): Problem-solving and modelling task	20%
		Formative internal assessment 3 (FA3): Examination	50%

Summative assessments

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

Visual Art

General Senior Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways
A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, curator, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

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

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- Realise responses to communicate meaning

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Investigation – reverse chronology	15%	Formative internal assessment 3 (FA3): Project – experimental folio of artworks and resolved artwork	35%
Formative internal assessment 2 (FA2): Project – experimental folio of artworks	25%	Formative internal assessment 4 (FA4): Examination – Extended Response	25%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): Project — inquiry phase 2	25%	Summative external assessment (EA): Examination	25%

Contact Details

Dean of Academics
Ms Caitlin McCluskey
3862 0873 / cmccluskey@stmargarets.qld.edu.au

Dean of Studies
Mr Chris Dunn
3862 0703 / cdunn@stmargarets.qld.edu.au

Student Pathways and Futures
Kelly Alford
3862 0728 / kalford@stmargarets.qld.edu.au

Careers Advisor
Mr Jake Compton
3862 0710 / jcompton@stmargarets.qld.edu.au

English
Ms Alina Layton
3862 0885 / alayton@stmargarets.qld.edu.au

Health & Physical Education
Ms Helen Lobegeiger
3862 0821 / hlobegeiger@stmargarets.qld.edu.au

Sociocultural Studies
Ms Louise Brown
3862 0756 / lbrown@stmargarets.qld.edu.au

Global Studies
Ms Alison Ward
3862 0753 / award@stmargarets.qld.edu.au

Mathematics
Mr George Higgins
3862 0874 / ghiggins@stmargarets.qld.edu.au

Science
Mrs Alison Davis
3862 0796 / adavis@stmargarets.qld.edu.au

Arts
Ms Rowena Bracken
3862 0879 / rbracken@stmargarets.qld.edu.au

Digital Innovation & Design
Ms Kerry Daud
3862 0723 / kdaud@stmargarets.qld.edu.au