2027 SENIOR CURRICULUM GUIDE

Years 10-12

THE GAP
GHS
OURS THE FUTURE
STATE HIGH SCHOOL

Learners *Who* Flourish

CONTENTS

EXECUTIVE PRINCIPAL'S WELCOME

Welcome to the next exciting phase of your learning journey at The Gap State High School.

The Senior Years (Years 10, 11 and 12) represent a stage of learning where each student has much more choice in the subjects they wish to study. This choice allows for all students to maximise their engagement and achieve success, as they are studying subjects that interest them and provide foundations for lifelong learning.

It is incredibly important that students and parents/carers consider the student's ultimate destination and, therefore, choose a pathway to success that is a good match for their abilities and aspirations.

There is no right or wrong, better or worse pathway. It is about choosing the pathway that is the best fit for the individual at that point in time. This pathway choice needs to be made based on the evidence at hand at the Senior Education and Training (SET) Planning interview. This process considers how a student is tracking academically, their effort, behaviour, work ethic and, of course, their preferred destination.

Our school believes in Learners Who Flourish. We value: Thinking Big, Stepping Up, Paying it Forward, and Being Kind. Through this decision making process we expect The Gap students to Think Big and Step Up to support the selection of the right subjects.

It is my duty to ensure that every student is on a pathway to success, either to further study or the workplace. Every student should experience success and reflect on their days at The Gap SHS as both positive and worthwhile. Knowing that they are ready for their next step, whether it is university, TAFE, an apprenticeship or the workforce, is our goal.

Anne McLauchlan
Executive Principal

KEY CONTACTS

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Senior schooling

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INTRODUCTION

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

Contained in this guide are outlines of the courses offered at The Gap State High School for students transitioning to Year 10 and 11. **Please note that courses will only run where sufficient student numbers exist for the classes and the appropriate level of staffing is available.** This decision is at the discretion of the school.

Please use this guide to assist you in planning your pathway. To further assist you, we have designed a rigorous process for parents and students that supports informed decision making and subject choices. The key aspects of this process are captured on the next page.

This guide is intended for use by students in Year 9 entering Year 10, and for Year 10 students entering Year 11. This intention allows students a clear line of sight to senior subjects, and the particular success requirements of each.

YEAR 9 INTO YEAR 10

Subject selection decision-making process

ENGAGE AND READ SENIOR CURRICULUM GUIDE

Students and parents explore information in the Senior Curriculum Guide to understand what subjects are about.

Three questions for exploring:

1. What am I good at?
2. What do I like?
3. What pathway am I considering?

YEAR 9 TERM 3 SUBJECT INFORMATION EVENTS

Students deepen their understanding of subjects by exploring how the learning looks. Four guiding questions:

1. Why should I select this course?
2. How does learning look in this course?
3. How will this course stretch or challenge me, and align to my skills and interests?
4. What senior pathways can this course support? Bring any questions to Senior Curriculum talks to ask Faculty teachers.

SENIOR CURRICULUM GUIDE TERM 3

Students and parents refer to Senior Curriculum Guide to discuss senior subject offerings. Refine subject selections by consulting Heads of Department if required.

SUBJECT SELECTION DUE WEEK 5 TERM 3

Students nominate the four elective subjects they would like to complete in Year 10.

YEAR 10 INTO YEAR 11

Subject selection decision-making process

YEAR 10 TERM 2 APPS UNIT – CAREERS – MY MEANING AND PURPOSE

Students reflect on their learning goals and evidence of learning to prepare them to make informed subject selections.

Students deeply explore future career and senior study pathways.

CAREERS DAY MID TERM 2

Students explore a variety of career and study options at school, and have an opportunity to attend the Brisbane Careers and Employment Expo.

ENGAGE AND READ SENIOR CURRICULUM GUIDE

Students and parents explore information in the Senior Curriculum Guide to understand each subject.

Three questions for exploring:

1. What are the six subjects and pathway you are considering?
2. What are you good at?
3. What do you like?

SET* PLAN AND SUBJECT SELECTIONS INTERVIEW TERM 3 WEEK 5

Students, parents and school discuss, refine and agree on preferred senior study pathway.

Students and parents discuss with faculty staff information presented to refine subject selections and check prerequisite criteria.

Students nominate the 6 subjects and 2 reserves they would like to complete in seniors chooling that align to their SET* Plan pathway.

CONFIRMATION OF SUBJECT CHOICES TERM 4

Reflect on evidence of learning to confirm subject choices and support desired pathways.

Communicate any desired changes to pathway or subject selections.

*Senior Education and Training Plan

How do I choose my subjects?

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

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

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- Subjects that you need as tertiary prerequisites, are found at www.qtac.edu.au

DO NOT choose your subjects for the following reasons:

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

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

Choose very carefully

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

For more information about the tertiary entrance system, visit the QTAC website.

Categories of subjects

Senior subjects are grouped into three categories:

1. **General** – a subject for which a syllabus has been developed by the QCAA*:
   - Results from courses developed from General syllabuses contribute to the QCE
   - General subjects have an external assessment component; results may contribute to ATAR calculations
   - A minimum of four General subjects are required for ATAR eligibility
2. **Applied** – a subject where the primary pathway is work and vocational education and a subject for which a syllabus has been developed by the QCAA:
   - results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
   - it emphasises applied learning and community connections
3. **Pathway Options** – the flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:
   - undertake a school based traineeship or apprenticeship
   - undertake a Certificate level course offered at school
   - attend TAFE or other training provider to begin or complete a Certificate I – IV or Diploma course
   - enrol in subjects at university.

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

ALTERNATIVE PATHWAY OPTIONS EXPLAINED:

School-based Certificate Courses

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

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (completed Certificate III Courses generally contribute 8 points towards the 20 points required for a QCE).
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education and Training (VET) through a Registered Training Organisation

Enrolment in the vocational qualifications and accredited courses listed at school will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. The Gap State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12. Benefits of undertaking a Certificate or Diploma level course through TAFE or other RTO include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirement of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.
- Students may be able to reduce the time taken to complete a university degree.

Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many receiving organisations. Students electing to complete a vocational qualification will still complete an additional five subjects at The Gap State High School as a part of their senior secondary curriculum. For further information see the Head of Pathways & Performance in Q Block.

Selecting subjects for Year 10:

Students moving into Year 10 are required to select four elective subjects as well as the compulsory subjects of English, Mathematics and Applied Positive Psychology. The selection of subjects in Year 10 will have an impact on what subjects are available to students in Year 11. The demands of the QCE and academic rigour of General subjects is high and to be successful, a certain level of academic performance is required.

Many Year 11 General subjects have prerequisite requirements that need to be met by the end of Semester One. Year 10 students will not gain access to these subjects if the requirements are not met.

ATAR eligibility requires students to study a minimum of four General subjects in Year 11 and 12. Every General subject requires students to partake in an external examination towards the end of Year 12. Due to the nature of the external examinations, students need the ability to respond in exam conditions of up to 1500 words, marked by an independent assessor. As a result, for a student at The Gap SHS to access a General Subject and ATAR pathway they will require a minimum of a C grade in Year 10 English.

If a student is not interested in pursuing access to university programs upon completion of Year 12, their program can constitute any variety of subjects provided they have met the prerequisite requirements.

When selecting subjects for Year 10 students should ask themselves the following questions;

1. Am I interested in pursuing a university pathway once Year 12 is completed?
2. What subjects do I do well in?
3. What subjects do I enjoy?
4. What study habits have I developed and am I prepared to do the work that is required?

YEAR 9 INTO 10 SUBJECT

Offerings listed by faculty

DESIGN TECHNOLOGIES

- Engineering
- Industrial Technology Skills
- Industrial Graphics Skills
- Food Technology
- Fashion

DIGITAL TECHNOLOGIES

- Digital Solutions

ENGLISH

- Preparation for General English
- Preparation for Literature

HEALTH AND PHYSICAL EDUCATION

- Physical Education
- Elite Volleyball Program
- Sport and Recreation
- Health and Psychology

APPLIED POSITIVE PSYCHOLOGY

- Health and Psychology

HUMANITIES

- Ancient and Modern History
- Geography and Legal Studies
- Business and Economics

LANGUAGES

- Chinese
- German

MATHEMATICS

- Preparation for General Mathematics
- Preparation for Mathematical Methods
- Preparation for Specialist Mathematics

SCIENCE

- Biology and Earth Science
- Physics and Chemistry
- Science in Action

THE ARTS

- Drama
- Music
- Media Arts
- Visual Arts

YEAR 10 INTO 11 SUBJECT

Offerings listed by faculty

DESIGN AND TECHNOLOGIES

Engineering (General)
Industrial Technology Skills (Applied)
Industrial Graphics Skills (Applied)
Certificate II in Construction (Pathway)
Certificate II/III Hospitality (Pathway)
Fashion (Applied)

DIGITAL TECHNOLOGIES

Digital Solutions (General)

ENGLISH

Essential English (Applied)
English (General)
Literature (General)

HEALTH AND PHYSICAL EDUCATION

Physical Education (General)
Sport and Recreation (Applied)
Health (General)
EVP, Sport and Recreation (Applied)

APPLIED POSITIVE PSYCHOLOGY

Psychology (General)

HUMANITIES

Ancient History (General)
Economics (General)
Geography (General)
Modern History (General)
Legal Studies (General)
Accounting (General)
Business (General)
Social and Community Studies (Applied)
Business Studies (Applied)

LANGUAGES

Chinese (General)
German (General)

MATHEMATICS

Essential Mathematics (Applied)
General Mathematics (General)
Mathematical Methods (General)
Specialist Mathematics (General)

SCIENCE

Biology (General)
Chemistry (General)
Earth and Environmental Science (General)
Physics (General)
Science in Practice (Applied)

THE ARTS

Drama (General)
Drama in Practice (Applied)
Music (General)
Music Extension (General - Year 12 Only)
Film, Television and New Media (General)
Visual Art (General)
Visual Art in Practice (Applied)

YEAR 11 AND 12 SENIOR COURSE READINESS CRITERIA AND PREREQUISITES

To obtain an ATAR students are required to select a program that includes a minimum of four General subjects. General subjects require the ability to respond to extended writing tasks in exam conditions. All General subjects will require students to sit an External Exam. General subjects are highly rigorous.

As a result, it is our judgement that a student pursuing an ATAR (access to tertiary institutions) should be achieving at least a Sound Achievement (C grade) in Year 10 Prep General English or Literature. Consequently, ALL General subjects require students to achieve a C grade in Year 10 Prep General English or Literature as a prerequisite. Students who fail to meet this minimum standard should choose a program that includes a variety of Applied subjects, and Pathways courses.

To prepare students for Year 11, they have an opportunity in Semester 1 of Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Access to the subject will not be endorsed if the course prerequisite is not met. Should it not be met, through the subject selection process, an agreement can be made to review the achievement of the prerequisite at the end of Semester 2. If achieved, subject selection will then be endorsed.

Faculty	Year 11/12 Subject	Type	YEAR 10 PREREQUISITE Applied when confirming senior subject selection for Year 11.
Design and Technologies	Engineering (EGR)	General	C in Prep Math Methods or B in Prep General Maths and C in Engineering or B in Physics
	Industrial Technology Skills (ISK)	Applied	NA
	Industrial Graphic Skills (IGS)	Applied	NA
	Fashion (FAZ)	Applied	NA
Digital Technologies	Digital Solutions (DIS)	General	C in Digital Solutions or B in Prep General Maths and C in 10 Prep General English / Literature
Humanities	Ancient History (AHS)	General	C in Ancient and Modern History and/or B in Prep General English or Literature
	Economics (ECN)	General	C in Business and Economics and/or C in Prep General English or Literature
	Geography (GEO)	General	C in Geography and Legal Studies and/or C in Prep General English or Literature
	Modern History (MHS)	General	C in Ancient and Modern History and/or B in Prep General English or Literature
	Legal Studies (LEG)	General	C in Geography and Legal Studies and/or C in Prep General English or Literature
	Accounting (ACC)	General	C in Business and Economics and/or C in Prep General English or Literature
	Business (BUS)	General	C Business and Economics and/or C in Prep General English or Literature
	Social and Community Studies (SCS)	Applied	NA
	Business Studies (BST)	Applied	NA
	If Humanities (General) subject was not studied in Year 10, prerequisite is a C in Prep General English and/or Literature		
	Ancient History and Modern History require a B in Prep General English or Literature, if History was not studied in Year 10		

Faculty	Year 11/12 Subject	Type	YEAR 10 PREREQUISITE Applied when confirming senior subject selection for Year 11.
English	English (ENG)	General	C in Prep General English or C Prep Literature
	Literature (LIT)	General	B in Prep Literature or B Prep General English.
	Essential English (ENE)	Applied	NA
Languages	Chinese (CHI)	General	C in Chinese or by Diagnostic
	German (GER)	General	C in German or by Diagnostic
Science	Biology (BIO)	General	C in Biology and Earth Science
	Earth and Environmental Science (ESC)	General	C in Biology and Earth Science or C in Physics and Chemistry or a B in Science in Action
	Chemistry (CHM)	General	C in Physics and Chemistry and C Prep General Maths / Math Methods
	Physics (PHY)	General	C in Physics and Chemistry and C Prep General Maths / Math Methods
	Science in Practice (SCP)	Applied	NA
Mathematics	General Mathematics (MAG)	General	B in Prep for General Maths or D in Prep Math Methods
	Mathematical Methods (MAM)	General	A in Prep for General Maths or B in Prep Math Methods
	Specialist Mathematics (MAS)	General	C Prep for Specialist Maths or B Prep Math Methods
	Essential Mathematics (MAE)	Applied	NA
Applied Positive Psychology	Psychology (PSY)	General	C in Health and Psychology or C Physics & Chemistry or C Biology & Earth Science
The Arts	Drama (DRA)	General	C in Drama or C in Prep General English or Literature
	Drama in Practice (DRP)	Applied	Previous study of Drama is recommended
	Music (MUS)	General	C in Music or demonstrated performance or composition skills
	Film, TV and New Media (FTNM)	General	C in Media Arts or C in Prep General English or Literature
	Visual Arts (ART)	General	C in Visual Art or C in Prep General English or Literature
	Visual Art in Practice (VAP)	Applied	Previous study of Visual Art is recommended
Physical Education	Physical Education (PED)	General	C in HPE or C in Prep General English or Literature
	Health (HEA)	General	C in Health/Psychology or C in Prep General English or Literature
	Sport and Recreation (REC)	Applied	NA
	EVP, Sports and Recreation (EVP)	Applied	Elite Volleyball Program or by application

Year 10 students:

- **COMPULSORY** subjects are an English, a Mathematics and Applied Positive Psychology.
- **MUST** select 4 elective subjects, aligned with possible future senior schooling pathway.

Year 11 and 12 students:

- **MUST** study either English, Literature OR Essential English; students are unable to select both English and Literature.
- **MUST** study either Essential Mathematics, General Mathematics OR Mathematical Methods.
- **MUST** study 6 subjects in both Year 11 and Year 12.
- **CHOOSE** any combination of six subjects (including English and Mathematics choices). Electives should also be listed in order of preference.
- Students electing to undertake Essential English should have a vocational pathway.
- Students wanting to study **Specialist Mathematics must also study Mathematical Methods.**
- **RECOMMENDED:** Students wanting to study Physics are strongly encouraged to study Mathematical Methods.

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE) REQUIREMENTS

NB: Students can plan their QCE pathway and track their progress towards a QCE in their Learning Account on the My QCE website at https://myqce.qcaa.qld.edu.au. This information is subject to change in response to directives from the QCAA.

To gain a QCE, students need:					
A set amount	**At a set standard**	**In a set pattern**		**Literacy and numeracy**	**Academic Integrity**
20 credits from contributing courses of study	Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent	At least **12 credits** from completed **CORE COURSES of STUDY**	An additional 8 credits from a combination of **any courses of study** **Preparatory** (max. 4 points) **Complementary** (max. 8 points)	Students must meet satisfactory **literacy** and **numeracy** requirements through one of the available learning options	Students must compete the QCAA Academic Integrity course

1. LEARNING OPTIONS AND CREDIT VALUES

Core	Credits per course	Preparatory	Credits per course	Complementary	Credits per course
At least 12 credits are needed from CORE		**A maximum of 4 credits can contribute**		**A maximum of 8 credits can contribute**	
QCAA General subjects and Applied subjects	up to 4	QCAA Short Course in Literacy	up to 1	QCAA Short Course in Aboriginal and Torres Strait Islander Languages	up to 1
QCAA Extension subjects	up to 2	QCAA Short Course in Numeracy	up to 1	University subjects	up to 4
Certificate II qualifications	up to 4	Certificate I qualifications	up to 3	Diplomas and Advanced Diplomas	up to 8
Certificate III and IV qualifications (incl. traineeships)	up to 8	Recognised studies categorised as preparatory by QCAA	as per QCAA	Recognised studies categorised as complementary by QCAA	as per QCAA
School based apprenticeship	up to 6				
Recognised studies categorised as core by QCAA	as per QCAA				

QUEENSLAND CERTIFICATE OF EDUCATION (QCE) REQUIREMENTS (CONT)

2. ACHIEVE THE REQUIRED STANDARD

Course of study	Set standard
General subjects and Applied subjects	At least a Satisfactory for Unit 1 and 2, a C or better for Unit 3 and 4
Vocational Education and Training	Competence
University courses/subjects/units undertaken while still at school	At least a pass as defined by the course
QCAA Short Courses	At least a C or better

3. AND INCLUDE LITERACY AND NUMERACY

Literacy	Numeracy
At least a C or better or satisfactory standard in a unit of a general or applied english subject; or	At least a C or better or satisfactory standard in a unit of a general or applied mathematics subject; or
A C or better in QCAA short course literacy; or	A C or better in QCAA short course numeracy; or
A C or better in senior external examination in a QCAA english subject	A C or better in senior external examination in a QCAA mathematics subject

4. QCAA ACADEMIC INTEGRITY COURSE (STUDENTS EXITING IN 2026)

Students must successfully complete the QCAA Academic Integrity Course. The course outlines:
What academic integrity is and why it is important
What academic misconduct is and how to avoid it
Effective academic practices - focusing on teaching students how to submit work that is their own; and
How students can use editing and drafting practices to improve their work

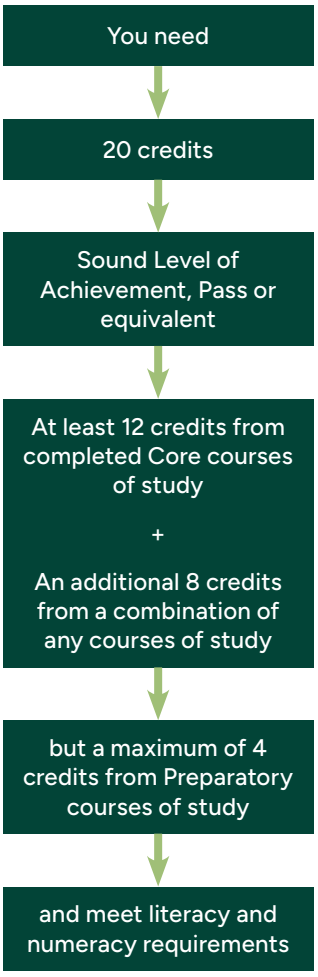
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Gap State High School and Department of Education and Training (DET) expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

The QCAA stipulates that an amount of learning at a set standard in a set pattern



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements including the Senior Statement, you can download the QCE Handbook from the QCAA website.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

What is an ATAR?

- Is required to gain access to university as a school leaver.
- The ATAR is a fine grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs based on either:

- a student's best five General subject results; or
- best four general subject results, plus Certificate III, Certificate IV, Diploma or Advanced Diploma, applied subject.

Best five QCAA General subjects	**Best four QCAA General subjects** + **The best result in a: QCAA Applied** or **Certificate III** or **Certificate IV** or **Diploma** or **Advanced diploma**

- An English subject is a requirement for ATAR eligibility.
- In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in an English course.
- While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

DESIGN TECHNOLOGIES

YEAR 10

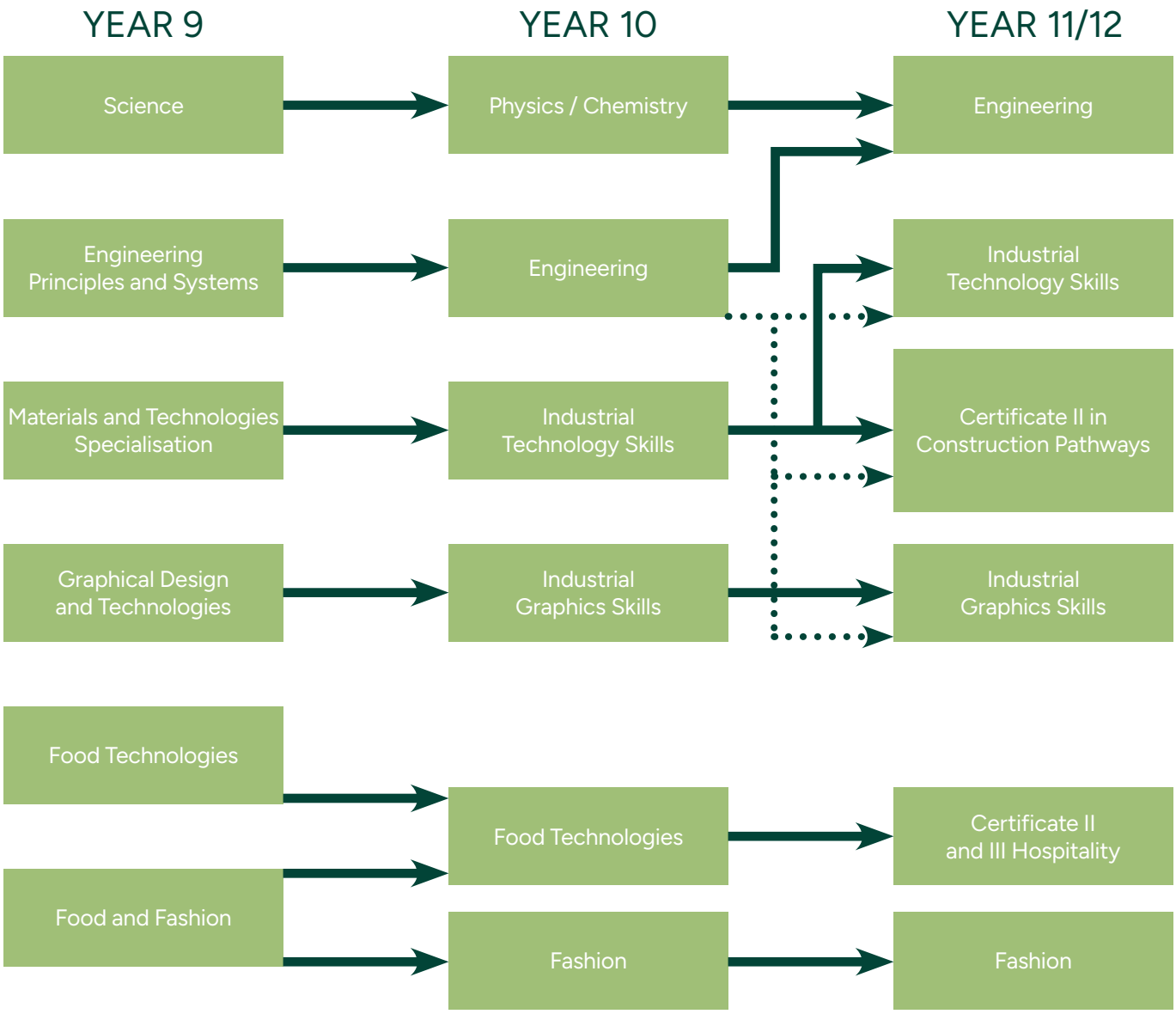
- Engineering
- Industrial Technology Skills
- Industrial Graphics Skills
- Food Technologies
- Fashion

YEAR 11 AND 12

- Engineering
- Industrial Graphics Skills
- Industrial Technology Skills
- Certificate II in Construction Pathways
- Certificate II and III Hospitality
- Fashion

DESIGN TECHNOLOGIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

ENGINEERING (GENERAL)

What is this course about?

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

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

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

The Engineering problem-solving process | Engineering communication | Engineering mechanics | Engineering materials |Emerging needs, processes, materials and machinery | Civil structures, materials, forces and the environment | Machines and machine control | Automation

Unit and Assessment Overview

Year 10:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Engineering Statics and Structures	Engineering Statics and Structures	Engineering Dynamics and Machines	Engineering Dynamics and Machines
Assessment: Examination - 90 mins	Assessment: Engineered Solution 1 Structures	Assessment: Examination – 2 hours	Assessment: Engineered Solution 2 Machines

Year 11 and 12:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Engineering Fundamentals	Engineering technologies	Civil structures	Machines and Mechanisms
Assessment: FIA1: Exam FIA2: Engineered Structural Tower	Assessment: FIA3: Exam	Assessment: IA1: Engineered Solution (25%) IA2: Exam (25%)	Assessment: IA3: Engineered solution (25%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

INDUSTRIAL TECHNOLOGY SKILLS (APPLIED)

What is this course about?

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures.

Refer to page 12-13 for pre-pequisites

Subject Matter

In this course will learn to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities

Unit and Assessment Overview

Year 10: Industrial Technology Skills

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Interior Furnishing	Interior Furnishing	Furnishing Skills	Furnising Skills
Assessment: Practical Demonstration Interior Furnishing	Assessment: Project Interior Furnishing	Assessment: Practical Demonstration Furnishing Skills	Assessment: Project Furnishing Skills

Year 11 and 12: Industrial Technology Skills

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Furniture Making	Welding and Fabrication	Domestic Furniture	Manufacturing Engineering
Assessment: FIA1: Practical Demonstration Furniture Making FIA2: Project Furniture Making	Assessment: FIA3: Project Welding and Fabrication	Assessment: I1: Practical Demonstration Domestic Furniture IA2: Project Domestic Furniture	IA3: Practical Demonstration Manufacturing Engineering IA4: Project Manufacturing Engineering

Please note that Unit 3 commences in Term 4 of Year 11

INDUSTRIAL GRAPHICS SKILLS (APPLIED)

What is this course about?

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures.

Refer to page 12-13 for pre-pequisites

Subject Matter

In this course students will learn to interpret drawings and technical information and select and demonstrate manual and computerised drafting skills and procedures in relation to production processes. Learning is undertaken through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Unit and Assessment Overview

Year 10: Industrial Graphics Skills

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Construction Industry Drafting	Construction Industry Drafting	Computer Aided Modelling	Computer Aided Modelling
Assessment: Practical Demonstration Construction Industry Drafting	Assessment: Project Construction Industry Drafting	Assessment: Practical Demonstration Computer Aided Modelling	Assessment: Project Computer Aided Modelling

Year 11 and 12: Industrial Graphics Skills

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Computer Aided Drafting	Computer Aided Manufacturing	Residential Building Drafting	Engineering Industry Drafting
Assessment: FIA1: Practical Demonstration Computer Aided Drafting FIA2: Project Computer Aided Drafting	Assessment: FIA3: Project Computer Aided Manufacturing	Assessment: IA1: Practical Demonstration Residential Building Drafting IA2: Project Residential Building Drafting	IA3: Practical Demonstration Engineering Industry Drafting IA4: Project Engineering Industry Drafting

Please note that Unit 3 commences in Term 4 of Year 11

CERTIFICATE II IN CONSTRUCTION PATHWAYS (PATHWAYS)

This course is geared towards students who have an interest in the food and hospitality industry. Food technology provides much of the knowledge and skills for students to successfully complete the Certificate II and III in Hospitality in Year 11 and 12.

What is this course about?

The hospitality industry has become increasingly important economically in Australian society, and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including: food and beverage, accommodation, clubs, and gaming. This subject offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Food Technologies enables students to develop understanding and skills of the hospitality industry and to consider a diverse range of post-school options.

How will I be assessed?

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

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

What will help me be successful in this course?

To get the most out of this course, it is recommended that students moving into Year 10 have completed Year 9 English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

Subject Matter

- Hospitality industry sectors
- Legislation and quality assurance
- Promotion and marketing of products
- Principles of sustainability
- Effective communication and interpersonal skills
- Understand and cater for diversity
- Safe and hygienic work practices
- Food production and service skills
- Effective decision making
- Customer expectations

Skills

- Explain concepts and ideas from the food and beverage sector
- Describe procedures in hospitality contexts from the food and beverage
- Examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- Apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Use language conventions and features to communicate ideas and information for specific purposes.
- Plan, implement and justify decisions for events in hospitality contexts
- Critique plans for, and implementation of, events in hospitality contexts
- Evaluate industry practices from the food and beverage sector.

Assessment

- Project – Salads and safety, hygiene, kitchen and knife skills
- Project – Healthy fast food options
- Project – Baking for an event e.g. Grandparent's Day
- Project – Desserts for a family event

CERTIFICATE II AND III HOSPITALITY

What is this course about?

SIT20322 – Certificate II Hospitality and SIT30622 Certificate III Hospitality reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. Students learn: essential workplace health and safety requirements; information about working in the industry; communication skills; planning and preparing for projects. Students will be involved in mainly routine and repetitive tasks and work under direct supervision. The qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

What will help me be successful in this course? (Readiness for Year 11)

To get the most out of this course, it is recommended that students have successfully completed a Year 10 English course.

Application

Enrolment in the vocational qualifications and accredited courses list will be subject to DTET final publication of the 2026 Career Ready VETiS funded qualifications. The Gap State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

Training and Assessment

Skills assure Supplier Contracts have not yet been awarded, therefore external RTO information cannot be provided at this stage. Once this has been finalised, details regarding cost will be available..

FASHION (APPLIED)

What is this course about?

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric. In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures

Refer to page 12-13 for pre-pequisites

Subject Matter

In this course students will learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost..

Unit and Assessment Overview

Year 10: Fashion

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Industry Trends	Industry Trends	Slow Fashion	Slow Fashion
Assessment: Practical Demonstration Industry Trends	Assessment: Project Industry Trends	Assessment: Practical Demonstration Slow Fashion	Assessment: Project Slow Fashion

Year 11 and 12: Fashion

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Fashion Designers	Historical Fashion Influences	Collections	Adornment
Assessment: FIA1: Practical Demonstration Fashion Designers FIA2: Project Fashion Designers	Assessment: FIA3: Project Historical Fashion Influences	Assessment: IA1: Practical Demonstration Collections IA2: Project Collections	IA3: Practical Demonstration Adornment IA4: Project Adornment

Please note that Unit 3 commences in Term 4 of Year 11

DIGITAL TECHNOLOGIES

YEAR 10

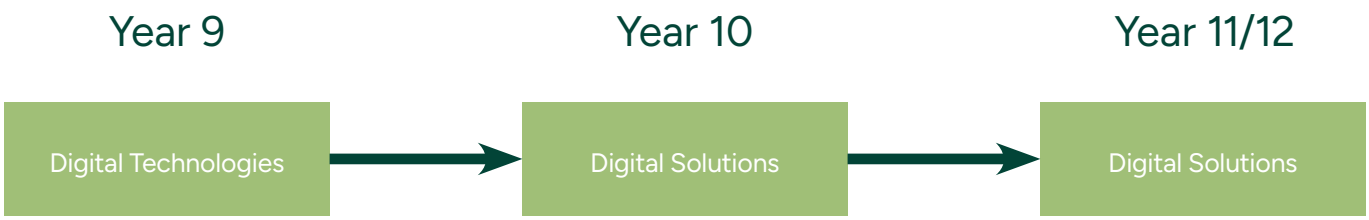
- Digital Solutions

YEAR 11 AND 12

- Digital Solutions

DIGITAL TECHNOLOGIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

DIGITAL SOLUTIONS (GENERAL)

What is this course about?

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

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

The problem-solving process in Digital Solutions is analytical and technical in nature. The process is iterative and involves several phases. Students are required to explore problems, develop ideas, generate components and digital solutions. They evaluate components and the personal, social and economic impacts of their solutions to make refinements and recommendations.

How will I be assessed?

A variety of Digital Solutions will be coded. In Year 10, all assessment is project based or in class exams.

Subject Matter

Unit 1: Students will explore the creative and technical aspects of developing interactive digital solution.

Unit 2: Students will optimise a given database and use programming skills acquired in Unit 1 to generate a solution that interacts with an existing database via structured query language (SQL).

Students are required to understand the structure of a database, along with how primary and foreign keys and data types affect the performance of the database.

Unit 3: Students analyse end-user needs, and use the knowledge and skills of problem-solving, computational, design and systems thinking.

Unit 4: Students will understand elements of cybersecurity by exploring the conditions, environment and methods for enabling data to flow between different digital systems.

Unit and Assessment Overview

Year 10: Digital Solutions

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Front End Web Dev 1	Front End Web Dev 2	Digital & Network Systems	Back End Dev 1
Assignment:	Assignment	Student Experiment	Exam

Year 11 and 12: Psychology

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Creating with Code	Application and Data Solutions	Digital Innovation	Digital Impacts
Formative Assessment: FA1: Digital Solution FA2: Exam	Formative Assessment: FA3: Digital Solution	IA1: Technical Proposal (25%) IA2: Digital Solution (25%)	IA3: Digital solution (25%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

ENGLISH

YEAR 10

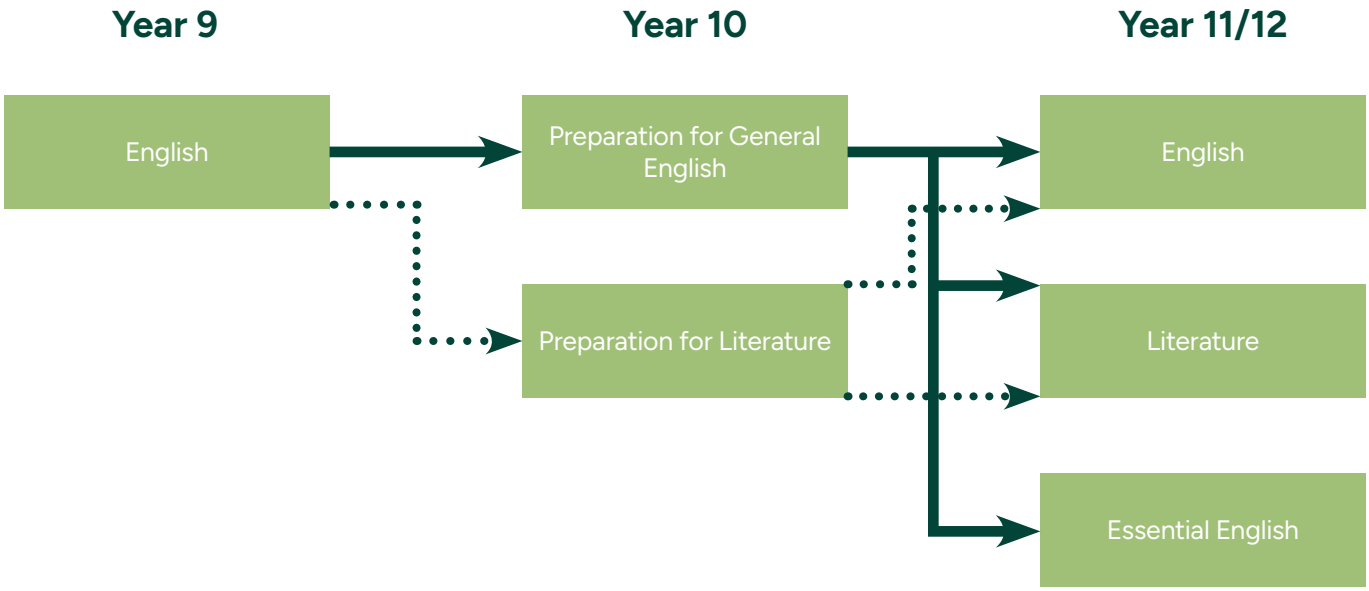
- Preparation for General English
- Preparation for Literature

YEAR 11 AND 12

- English
- Literature
- Essential English

ENGLISH

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

ENGLISH (GENERAL)

What is this course about?

The English course offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Knowledge application
- Organisation and development
- Textual features

Refer to page 12-13 for pre-pequisites

Subject Matter

A range of literary and non-literary texts including multi-modal | Communication processes – language modes | The English Language – using language and understanding the language system including grammar, language structure and how meaning is created at the word, sentence and text levels | Literacy – the technical skills of language | Language features, visual features and text structures – how authors use these features to create meaning | Appreciation of literature – empathy and different perspectives

Unit and Assessment Overview

Year 10: Preparation for General English

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Political cartoons	Film study	Shakespeare study	Speculative fiction
Assignment: persuasive multimodal response	Assignment: feature article	Examination: analytical essay	Assignment: Imaginative narrative

Year 11 and 12: Psychology

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Perspectives and texts	Texts and culture	Textual connections	Close study of literary texts
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Persuasive spoken response (25%) IA2: Written response for a public audience (25%)	IA3: Examination (25%) IA4: External Examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

LITERATURE (GENERAL)

What is this course about?

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

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Knowledge application
- Organisation and development
- Textual features

Refer to page 12-13 for pre-pequisites

Subject Matter

Literary texts – how they are received and responded to | Literary texts – ways they connect with each other – genre, concepts, contexts, style and structure | Relationship between language, culture and identity in literary texts | Power of language to represent ideas, events and people | Dynamic nature of literary interpretation | Close examination of style, structure and subject matter of literary texts

Unit and Assessment Overview

Year 10: Preparation for Literature

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
What is literature?	Film and novel study	Shakespeare study	Representations of home
Assignment: persuasive spoken response	Assignment: comparative feature article	Examination: analytical essay	Assignment: imaginative narrative

Year 11 and 12: Literature

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Introduction to literary studies	Intertextuality	Literature and identity	Independent explorations
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination – analytical response (25%) IA2: Extended response – imaginative multimodal (25%)	IA3: Extended response – imaginative written (25%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

ESSENTIAL ENGLISH (APPLIED)

What is this course about?

For students looking to undertake a vocational pathway for their post-secondary career, Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. This subject is best suited to students not intending to gain a university degree for their career path and may be an appropriate choice for students who have been challenged with the demands of Year 7 – 10 English.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Knowledge application
- Organisation and development
- Textual features

Refer to page 12-13 for pre-pequisites

Subject Matter

Communication in Standard Australian English in a variety of contemporary contexts and social situations | Read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts | Use of language to produce texts for a variety of purposes and audiences | Creative and imaginative thinking to explore their own world and the worlds of others

Unit and Assessment Overview

Year 10: Preparation for General English

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Political cartoons	Film study	Shakespeare study	Speculative fiction
Assignment: persuasive multimodal response	Assignment: feature article	Examination: analytical essay	Assignment: Imaginative narrative

Year 11 and 12: Essential English

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Language that works	Texts and human experiences	Language that Influences	Representations and popular culture texts
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Persuasive spoken response (25%) IA2: Common Internal Assessment (25%)	IA3: Multimodal response (25%) IA4: Written response (25%)

Please note that Unit 3 commences in Term 4 of Year 11

ENGLISH AND LITERATURE EXTENSION (EXTENSION)

What is this course about?

English & Literature Extension is an extension of both the English and the Literature syllabuses. Students undertake Units 3 and 4 of English & Literature Extension after Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

In English & Literature Extension, 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 extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Interpretations of literary texts | Theoretical approaches to exploring meaning | Patterns and conventions of academic genres and communication | Synthesising analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Unit and Assessment Overview

Year 10: Literature Extension

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10	Year 10	Year 11	Year 11
Introduction to literary studies	Intertextuality	Literature and identity	Independent explorations
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination – analytical response (25%) IA2: Extended response – imaginative multimodal (25%)	IA3: Extended response – imaginative written (25%) IA4: External Exam (25%)

Year 11 and 12: English and Literature Extension

UNIT 1	UNIT 2	UNIT 3	UNIT 4
		Year 12	Year 12
		Literature and identity	Independent explorations
		IA1: Reading and defence (20%) IA2: Defence of a complex transformation (20%)	IA3: Academic research paper (35%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

PHYSICAL EDUCATION

YEAR 10

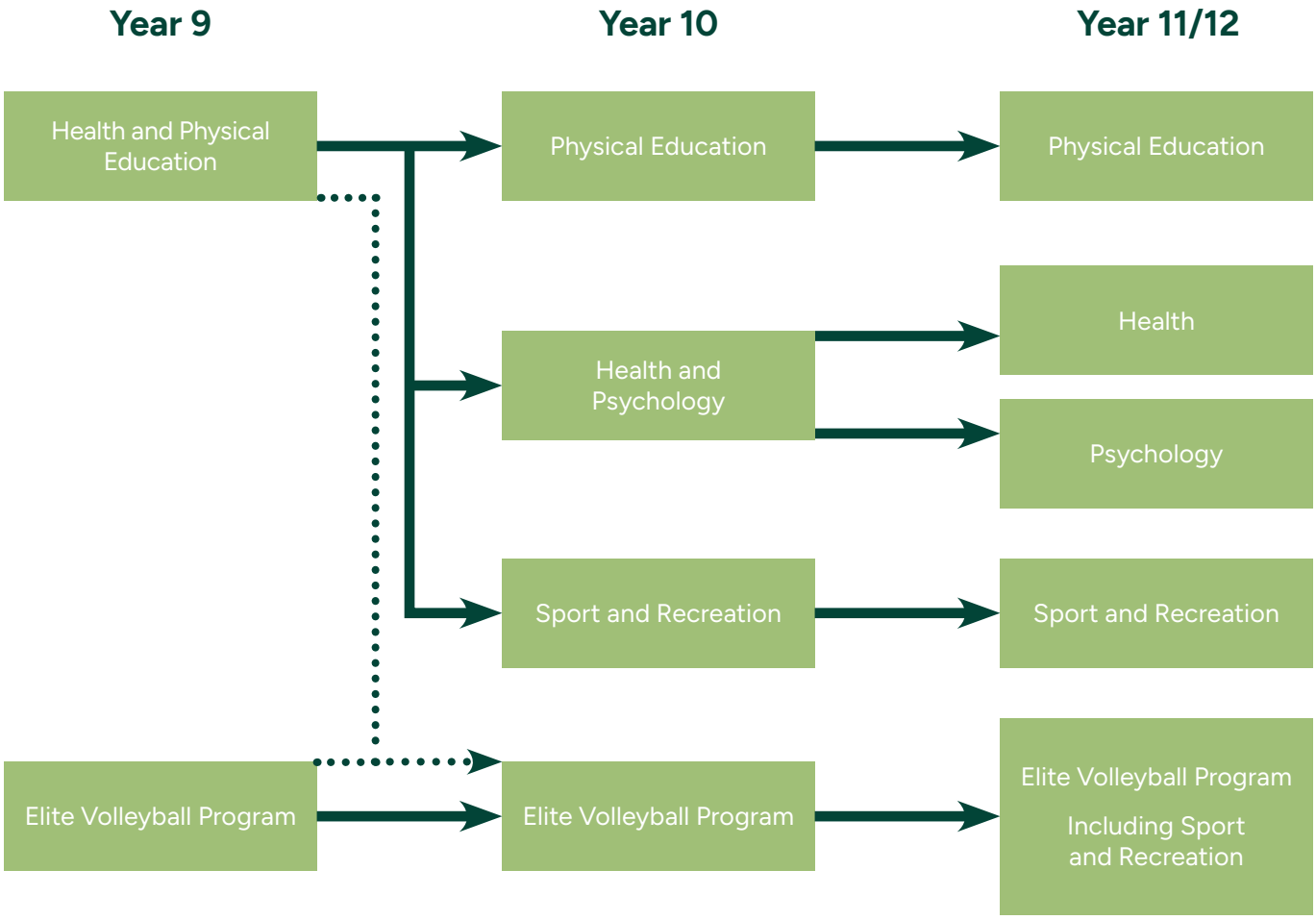
- Physical Education
- Health and Psychology
- Sport and Recreation
- Elite Volleyball Program

YEAR 11 AND 12

- Physical Education
- Health
- Sport and Recreation
- EVP, Sport and Recreation

PHYSICAL EDUCATION

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

PHYSICAL EDUCATION (GENERAL)

What is this course about?

In Physical Education, Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Recognise and explain concepts and principles about movement
- Demonstrate & Apply 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

Refer to page 12-13 for pre-pequisites

Subject Matter

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance

Unit and Assessment Overview

Year 10: Physical Education

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Foundation – Tactical Awareness & Pickleball	Foundation – Energy Systems & Netball	Foundation – Periodisation, training programs and Futsal	Ethics and Integrity
Project – Folio	Examination and Visual Evidence	Project – Folio and Visual Evidence	Investigation Report

Year 11 and 12: Physical Education

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Motor learning and Biomechanics	Sport Psychology	Tactical awareness and ethics in physical activity	Energy, fitness and training in physical activity
Assessment: Formative internal assessment; Exam and Visual evidence	Assessment: Formative internal assessment; Project folio and Visual evidence	IA1: Project Folio (25%) IA2: Investigation – Report (25%)	IA3: Project Folio (25%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

HEALTH (GENERAL)

What is this course about?

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

How will I be assessed?

- Recognise and describe information about health-related topics and issues
- Comprehend and use the Health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Organise information for particular purposes
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Refer to page 12-13 for pre-pequisites

Subject Matter

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through: Elective topic 1: Alcohol. Unit 3 explores the role of the community in shaping resources through elective topic 2: Transport safety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the postschooling life course transition.

Unit and Assessment Overview

Year 10: Health and Psychology – this is a foundation course which gives the students exposure and potential success in both the Psychology and Health subjects in year 11 & 12.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Unit Title: Stress	Body Image	Gustation	Domestic violence
Exam	Action Research project	Student Experiment	Exam

Year 11 and 12: Health

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Resilience as a personal health resource	Peers and Families as resources for healthy living – Alcohol and other drugs	Community as a resource for healthy living - Transport safety	Respectful relationships in the post - schooling transition
FA1: Investigation – Analytical exposition based on a personal action strategy (50%)	FA2: Investigation – Action research (25%) FA3: Exam – Extended response (25%)	IA1: Action research – written (25%) IA2: Exam – Extended response (25%)	IA3: Investigation (25%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

SPORT & RECREATION (APPLIED)

What is this course about?

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

How will I be assessed?

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

Refer to page 12-13 for pre-pequisites

Subject Matter

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Unit and Assessment Overview

Year 10: Sport and Recreation

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Officiating	Event management	Game design	Optimising performance
Performance (25%)	Performance (25%)	Project (25%)	Performance (25%)

Year 11 and 12: Sport and Recreation

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Athlete development and wellbeing	Coaching and officiating	Fitness for sport and recreation	Emerging trends in sport, fitness and recreation
FA1 – Performance (25%) FA2 – Project (25%)	FA3 – Project (50%)	IA1: Performance (25%) IA2: Project (25%)	IA3: Project (25%) IA4: Performance (25%)

Please note that Unit 3 commences in Term 4 of Year 11

ELITE VOLLEYBALL PROGRAM (APPLIED)

What is this course about?

This course follows the Sport & Recreation syllabus with an emphasis on volleyball growth and performance. Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

How will I be assessed?

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

Refer to page 12-13 for pre-pequisites

Subject Matter

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Active participation in activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills

Unit and Assessment Overview

Year 10: Elite Volleyball Program

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Coaching principles	Defensive and offensive systems	Fitness for volleyball	Tactical awareness
Performance (25%)	Performance (25%)	Project (25%)	Performance (25%)

Year 11 and 12: Elite Volleyball Program

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Event management	Optimising performance	Coaching & officiating	Fitness for sport & recreation
FA1 - Performance (25%) FA2 - Project (25%)	FA3 - Project (25%) FA4 - Performance (25%)	IA1 - Project (25%) IA2 - Performance (25%)	IA3 - Performance (25%) IA4 - Project (25%)

Please note that Unit 3 commences in Term 4 of Year 11

HUMANITIES

YEAR 10

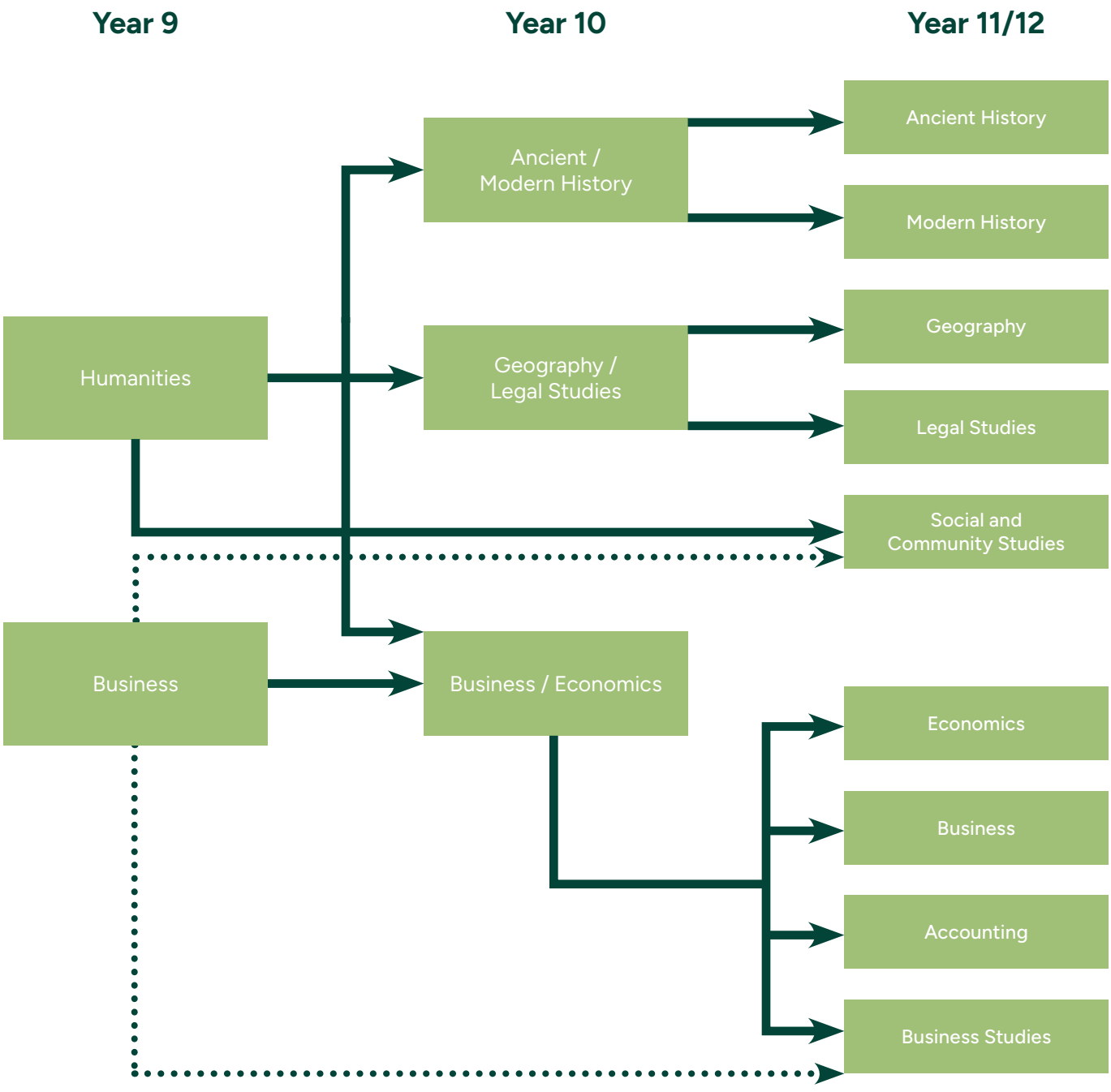
- Economics / Business
- Ancient / Modern History
- Geography / Legal Studies
- Business and Community Studies

YEAR 11 AND 12

- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History
- Social and Community Studies
- Business Studies

HUMANITIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

ANCIENT HISTORY (GENERAL)

What is this course about?

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

The course is organised into four units: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority. Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. The subject supports pathways into fields such as archaeology, history, education, law, and the humanities, equipping students to think critically and engage with the world as informed, reflective citizens.

.How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Investigating the ancient world | Archaeological and written sources | Evidence and interpretation | Historical inquiry process | Ancient societies and their features | Individuals and groups in context | Power, authority and leadership | Social structure, law, governance and religion | Reconstructing the past | Reliability and limitations of evidence | Perspectives, values and attitudes | Contestability and interpretation | People, power and authority | Conflict and change | Cultural beliefs and practices | Legacy and continuity into the modern world

Unit and Assessment Overview

Year 10: Ancient/Modern History

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Ancient Greek Religion	Pompeii and Herculaneum	Rights and Freedoms: African American Civil Rights Movement	The collapse of the Weimar and rise of the Nazis
Independent Source Investigation	Examination – Extended response (90 minutes)	Historical Essay based on Research	Examination – Short response to Historical Sources (90 minutes)

Year 11 and 12: Ancient History

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Investigating the Ancient World	Personalities in their Times	Reconstructing the Ancient World	People, Power and Authority
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination — short responses (25%) IA2: Independent source investigation (25%)	IA3: Investigation — historical essay based on research (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

ECONOMICS (GENERAL)

What is this course about?

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. Economics examines how individuals, businesses and governments make decisions about the allocation of scarce resources to maximise wellbeing. The subject develops students' understanding of economic forces, relationships and trends, and how these shape living standards and global interactions. Economics builds analytical thinking by using data, models and evidence to investigate real-world issues and inform decision-making.

The course is organised into four units: Markets and Models, Modified Markets, International Economics and Contemporary Macroeconomics. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. Through studying Economics, students explore microeconomics and macroeconomics, including demand and supply, opportunity cost, market structures and government intervention. They analyse economic data and evaluate policies, considering different perspectives and the impact of decisions on individuals, businesses and economies. Economics develops skills in inquiry, critical thinking and data analysis. Students use economic models and tools to interpret trends, test assumptions and make reasoned judgments. The subject supports pathways into fields such as economics, finance, business, data analytics and public policy, and provides a strong foundation for management and entrepreneurial roles.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Comprehend economic concepts, principles and models
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning to suit the intended purpose

Refer to page 12-13 for pre-pequisites

Subject Matter

Markets and models | Supply and demand | Economic decision-making | Resource allocation and efficiency | Modified markets | Market failure | Government intervention | Equity and sustainability | International economics | Trade and globalisation | Exchange rates | Economic interdependence | Contemporary macroeconomics | Economic growth and cycles | Inflation and unemployment | Macroeconomic policy and management

Unit and Assessment Overview

Year 10: Business/Economics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Accounting	Business	Economics	Economics
Examination	Business Investigation Report	Examination – Combination Response	Research Report

Year 11 and 12: Economics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Markets and Models	Modified Markets	International Economics	Contemporary Macroeconomics
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination – Combination Response (25%) IA2: Investigation (25%)	IA3: Examination – Extended Response (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

GEOGRAPHY (GENERAL)

What is this course about?

Geography examines the significance of place and space in understanding the world. It builds on key concepts including environment, interconnection, sustainability, scale and change to explore contemporary challenges and opportunities. Geography complements the sciences by applying scientific thinking to real-world contexts, developing students' ability to collect, measure, analyse and interpret environmental, social and spatial data. The subject has a strong STEM focus, using ICTs, spatial technologies, data analysis and evidence-based reasoning to investigate complex issues.

The course is organised into four units: Responding to Natural Hazards, Planning Sustainable Places, Responding to Land Cover Transformations, and Managing Population Change. Through inquiry, students investigate geographic issues across a range of scales, using fieldwork and primary data collection to identify patterns, trends and relationships. Students apply skills aligned with STEM disciplines, including data interpretation, modelling, spatial analysis and evidence-based problem-solving. Geography provides opportunities for students to attend excursions and collect primary data in the field. Geography develops skills in data analysis, critical thinking, problem-solving and communication. Students use spatial technologies, including mapping and geospatial tools, to interpret and represent information. The subject supports pathways into fields such as environmental science, geospatial technologies, engineering, town planning, disaster management and urban infrastructure, equipping students to apply STEM capabilities to real-world challenges and contribute to sustainable solutions

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Explain geographical processes
- Comprehend geographical terms, concepts and processes
- Analyse geographical data and information
- Evaluate geographical patterns, trends and relationships
- Synthesise information to propose responses
- Communicate using geographical conventions

Refer to page 12-13 for pre-pequisites

Subject Matter

Natural hazards and risk | Spatial patterns and hazard processes | Vulnerability and resilience | Management and mitigation strategies | Sustainable places | Urbanisation and spatial change | Liveability and planning | Environmental, economic and social sustainability | Land cover transformations | Human-induced environmental change | Resource use and management | Impacts and responses | Local planning challenges | Place-based inquiry | Data collection and fieldwork | Evaluation and proposal of solutions

Unit and Assessment Overview

Year 10: Geography/Legal Studies

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Environmental change and management	Geographies of human wellbeing	The Australian Constitution	Introduction to Criminal Law
Field report OR Data report investigation	Examination – Combination response	Investigation – Argumentative Essay	Examination - Combination response

Year 11 and 12: Geography

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Responding to Natural Hazards	Planning Sustainable Places	Responding to Land Cover Transformations	Managing Population Change
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination – Combination Response (25%) IA2: Field Report (25%)	IA3: Data Report (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

MODERN HISTORY (GENERAL)

What is this course about?

Modern History examines the world since 1750, focusing on key events, movements and people that have shaped the modern world. Students analyse evidence to develop their own understanding of the past and how it connects to the present. They explore different perspectives and learn that historical interpretations are often contested. Through this process, students build skills in analysing sources, forming arguments and evaluating evidence, while developing a deeper understanding of global issues and human experiences over time.

Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. The course is organised into four areas of study: Ideas in the Modern World, Movements in the Modern World, National Experiences in the Modern World, and International Experiences in the Modern World. Students engage in historical inquiry by posing questions, conducting research, and analysing and evaluating sources to form evidence-based arguments. They learn that interpretations of the past are often contested. Modern History builds strong skills in critical thinking, analysis and communication, preparing students to understand complex global issues and participate as informed, thoughtful citizens. Students develop an intellectual toolkit of literacy, numeracy and 21st century skills, supporting pathways into fields such as law, education, public policy, international relations and the humanities, and equipping them to understand complex global issues and participate as informed, thoughtful citizens.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Ideas in the modern world | Political and economic ideologies | Rights and freedoms | Systems of power and governance | Movements in the modern world | Social movements and activism | Causes and consequences of change | Individuals and groups in action | National experiences in the modern world | Nation-building and identity | Conflict and change within nations | Perspectives and interpretations | International experiences in the modern world | Global conflict and cooperation | International relations and diplomacy | Continuity and change in the modern world

Unit and Assessment Overview

Year 10: Ancient/Modern History

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Ancient Greek Religion	Pompeii and Herculaneum	Rights and Freedoms: African American Civil Rights Movement	The collapse of the Weimar and rise of the Nazis
Independent Source Investigation	Examination – Extended response (90 minutes)	Historical Essay based on Research	Examination – Short response to Historical Sources (90 minutes)

Year 11 and 12: Modern History

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Ideas in the Modern World	Movements in the Modern World	National Experiences in the Modern World	International Experiences in the Modern World
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination — short responses (25%) IA2: Independent source investigation (25%)	IA3: Investigation — historical essay based on research (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

LEGAL STUDIES (GENERAL)

What is this course about?

Legal Studies focuses on the interaction between society and the discipline of law. Students examine how the legal system regulates behaviour, protects rights, and balances these with obligations and responsibilities. The subject highlights how law is dynamic and evolving in response to changing social values, technology and global influences. Legal Studies aims to develop informed, critical citizens who can question and contribute to legal processes and reform.

The course is organised into four units: Beyond Reasonable Doubt, Balance of Probabilities, Law, Governance and Change, and Human Rights in Legal Contexts. Throughout the course, students investigate legal issues by examining case law, legislation and contemporary examples. They develop an understanding of legal processes, analyse and evaluate information, and consider different perspectives to form reasoned judgments and recommendations. Students explore how the principles of justice, equity and the rule of law operate in contemporary, real-world contexts. Legal Studies develops skills in inquiry, critical thinking, problem-solving and reasoning. Students learn to research using ICT and legal databases, analyse evidence, and communicate legal arguments effectively. The subject empowers students to engage confidently with the legal system, understand its impact on individuals and communities, and contribute thoughtfully to legal and social issues at local, national and global levels. Legal Studies develops skills in inquiry, critical thinking, problem-solving and reasoning. Students learn to research using ICT and legal databases, analyse evidence, and communicate legal arguments effectively. The subject supports pathways into fields such as law, criminology, policing, public policy and government, equipping students to engage confidently with the legal system and contribute thoughtfully to legal and social issues at local, national and global levels.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Comprehend legal concepts, principles and processes.
- Select legal information from sources.
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning to suit the intended purpose

Refer to page 12-13 for pre-pequisites

Subject Matter

Foundations of law | Legal systems and institutions | Criminal law principles | Justice and the criminal process | Civil law and dispute resolution | Balance of probabilities | Rights, obligations and remedies | Legal reasoning and application | Law, governance and change | The Australian Constitution | Law reform and legal institutions | Influence of individuals and groups | Human rights in legal contexts | International law and human rights | Protection of rights in Australia | Effectiveness of legal responses

Unit and Assessment Overview

Year 10: Legal Studies/Geography

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
The Australian Constitution	Introduction to Criminal Law	Environmental change and management	Geographies of human wellbeing
Investigation – Argumentative Essay	Examination - Combination response	Field report OR data report investigation	Examination – Combination response

Year 11 and 12: Legal Studies

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Beyond Reasonable Doubt	Balance of Probabilities	Law, Governance and Change	Human Rights in Legal Contexts
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination – Combination response (25%) IA2: Investigation – Inquiry Report (25%)	IA3: Investigation – Analytical Essay (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

ACCOUNTING (GENERAL)

What is this course about?

Accounting is a universal discipline focused on the management of financial resources for individuals, businesses and organisations. It underpins accountability and financial control, and supports decision-making through the systematic organisation, analysis and communication of financial information. Digital technologies are integral to modern accounting, enabling real-time access to financial data in a dynamic business environment.

The course is organised into four units: Real-world Accounting, Financial Reporting, Managing Resources and Accounting – The Big Picture. Students develop an understanding of key concepts including accrual accounting, GST, financial statements, and internal and external reporting. They apply these concepts to analyse financial data, evaluate business performance and make informed recommendations in authentic contexts. Accounting develops skills in numeracy, data analysis, problem-solving, critical thinking and communication. Students use digital tools to process and interpret financial information and apply ethical decision-making in financial contexts. The subject supports pathways into fields such as accounting, finance, business, commerce and entrepreneurship, equipping students with practical skills for further study, work and personal financial management.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Comprehend accounting concepts, principles and processes
- Synthesise accounting principles and processes
- Analyse and interpret financial data and information
- Evaluate practices of financial management to make decisions and propose recommendations
- Create responses that communicate meaning

Refer to page 12-13 for pre-pequisites

Subject Matter

Real world accounting | Accounting principles and processes | Recording and reporting transactions | Financial statements | Management effectiveness | Decision-making using financial data | Budgeting and planning | Business performance indicators | Monitoring a business | Financial analysis and interpretation | Profitability and sustainability | Internal and external reporting | Accounting for a trading GST business | GST and compliance | Inventory systems | Accounting for business operations

Unit and Assessment Overview

Year 10: Business/Economics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Accounting	Business	Economics	Economics
Examination	Business Investigation Report	Examination – Combination Response	Research Report

Year 11 and 12: Accounting

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Real-world Accounting	Financial Reporting	Managing Resources	Accounting – The Big Picture
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Project – Cash Management (25%) IA2: Examination – Combination Response (25%)	IA3: Examination – Combination Response (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

BUSINESS (GENERAL)

What is this course about?

Business is a dynamic and evolving discipline that influences individuals, communities and governments. It responds to changes in technology, globalisation, sustainability, resources and the economy. The study of Business develops students' understanding of how organisations operate and adapt in a rapidly changing, innovation-driven world. Students are exposed to authentic business practices and develop the knowledge and skills to contribute meaningfully to the workforce and marketplace.

The course is organised into four units: Business Creation, Business Growth, Business Diversification and Business Evolution. Students investigate the business life cycle and examine how businesses develop and respond to challenges across finance, human resources, marketing and operations. Through inquiry and case studies, students analyse business data and information, evaluate strategies, and explore the role of leadership, management and entrepreneurship in different contexts. Business develops skills in inquiry, critical thinking, data analysis, communication and problem-solving. Students use a range of technological and analytical tools to interpret information and make informed decisions. The subject supports pathways into fields such as business management, entrepreneurship, marketing, finance and commerce, equipping students with transferable skills for the global workforce and future study..

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Describe business situations and environments.
- Explain business concepts and strategies.
- Analyse and interpret business situations.
- Evaluate business strategies.
- Create responses that communicate meaning to suit audience, context and purpose

Refer to page 12-13 for pre-pequisites

Subject Matter

Business creation | Entrepreneurial processes | Business environments | Stakeholders and decision-making | Business growth | Marketing strategies | Financial management | Human resources and operations | Business diversification | Competitive strategies | Innovation and risk | Expansion and change | Business evolution | Transformation and sustainability | Globalisation | Strategic decision-making and performance

Unit and Assessment Overview

Year 10: Business/Economics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Accounting	Business	Economics	Economics
Examination	Business Investigation Report	Examination – Combination Response	Research Report

Year 11 and 12: Business

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Business Creation	Business Growth	Business Diversification	Business Evolution
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Examination – Combination Response (25%) IA2: Business Report (25%)	IA3: Feasibility Report (25%) EA: External examination (25%)

Please note that Unit 3 commences in Term 4 of Year 11

SOCIAL AND COMMUNITY STUDIES (APPLIED)

What is this course about?

Social & Community Studies develops personal and social knowledge and skills that support self-management and positive participation in the community. The subject focuses on personal development and social relationships, enabling students to build self-awareness, understand behaviours and values, and develop strategies to maintain wellbeing. Students also learn to engage in constructive interpersonal relationships and participate effectively in society at local, national and global levels.

Students explore these concepts through a range of topics, including lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world. Through an inquiry approach and collaborative learning, students investigate social issues, develop problem-solving skills, and build the capacity to work effectively with others. Social & Community Studies develops skills in communication, decision-making, critical and creative thinking, and collaboration. Students learn to reflect on their values, make informed choices, and apply their understanding in real-world contexts. The subject equips students to build positive relationships, engage with their communities, and participate as active and informed citizens.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Explain personal and social concepts and skills
- Examine personal and social information
- Apply personal and social knowledge
- Communicate responses
- Evaluate projects

Refer to page 12-13 for pre-pequisites

Subject Matter

Personal skills for living | Identity and self-awareness | Relationships and communication | Decision-making and problem-solving | Living in the community | Community participation | Rights and responsibilities | Diversity and inclusion | Health and wellbeing | Physical, social and emotional wellbeing | Lifestyle choices | Support networks and services | Preparing for the future | Pathways to education and employment | Workplace skills | Goal setting and planning

Unit and Assessment Overview

Year 11 and 12: Social and Community Studies

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
World of Work Relationships and Work Environments	Contemporary Lifestyles Lifestyles and Financial Choices	Digital Technology and Wellbeing Law Matters	Food and Nutrition Recreation and Leisure
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Project (25%) IA2: Extended Response (25%)	IA3: Investigation (25%) IA4: Project (25%)

Please note that Unit 3 commences in Term 4 of Year 11

BUSINESS STUDIES (APPLIED)

What is this course about?

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. The subject focuses on business essentials and communication skills, enabling students to apply business concepts to real-world situations and develop solutions. Students explore how business practices support organisations to operate and connect with customers, stakeholders and the community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Business Studies develops skills in decision-making, planning, problem-solving and communication. Students learn to plan, implement and evaluate business practices and solutions, while strengthening literacy, numeracy and 21st century skills. The subject equips students to participate effectively in the business world and as informed citizens engaging with business-related issues.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Explain business concepts, processes and practices
- Examine business information
- Apply business knowledge
- Communicate responses
- Evaluate projects

Refer to page 12-13 for pre-pequisites

Subject Matter

Business fundamentals | Business environments | Customers and stakeholders | Basic business operations | Business practices | Marketing and customer service | Financial processes | Workplace communication | Workplace practices | Employability skills | Teamwork and collaboration | Business procedures and systems | Business in the real world | Real-world business contexts | Problem-solving and decision-making | Reflection and evaluation of practices

Unit and Assessment Overview

Year 10: Business / Economics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Accounting	Business	Economics	Economics
Examination	Business Investigation Report	Examination – Combination Response	Research Report

Year 11 and 12: Business Studies

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Working with Customers	Working in Marketing	Working in Events	Entrepreneurship
Assessment: Formative internal assessment	Assessment: Formative internal assessment	IA1: Extended Response (25%) IA2: Project (25%)	IA3: Extended Response (25%) IA4: Project (25%)

Please note that Unit 3 commences in Term 4 of Year 11

LANGUAGES

YEAR 10

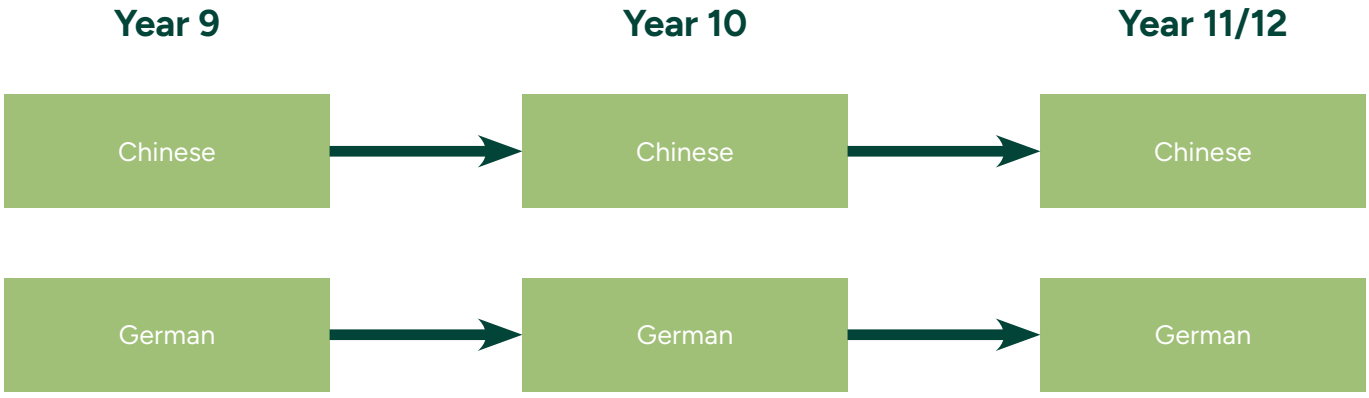
- Chinese
- German

YEAR 11 AND 12

- Chinese
- German

LANGUAGES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

CHINESE (GENERAL)

What is this course about?

The study of languages focuses on communication. Students develop the ability to express, exchange and interpret meaning through spoken, written and visual texts. Through interacting in Chinese, students learn to communicate in a range of contexts and for different purposes.

Learning Chinese also deepens students' understanding of language, culture and communication. By engaging with Chinese-speaking communities and cultures, students develop intercultural understanding and gain insight into similarities and differences between languages, including English. Students explore and create a variety of text types, developing skills in critical thinking, problem-solving and creativity. Language learning is connected to students' own experiences, allowing them to communicate their ideas, opinions and perspectives in meaningful ways.

Studying Chinese equips students with valuable 21st-century skills and prepares them to participate confidently in an increasingly global and interconnected world.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- 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 language elements of Chinese to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Chinese.

Refer to page 12-13 for pre-pequisites

Subject Matter

Family and carers | Peers | Education | Travel and exploration | Social customs | Chinese influences around the world | Lifestyles and leisure | The arts, entertainment and sports | Groups in society | The present | Future choices

Unit and Assessment Overview

Year 10: Chinese

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
My Family Life	My Daily Life	My Personality	My Neighbourhood
Examination – 70 mins	Examination – 90 mins	Assignment (multimodal)	Examination – 90 mins

Year 11 and 12: Chinese

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
我的世界 – My world	Exploring our World – 探索世界	我们的社会; 文化和特性 – Our society; culture and identity	我的现在和未来 – My present; my future
FA1: Short Response (20%) FA2: Extended Response (25%)	FA3: Multimodal Presentation and interview (30%)	IA1: Short Response (20%) IA2: Extended Response (25%)	IA3: Multimodal presentation and interview (30%)

Please note that Unit 3 commences in Term 4 of Year 11

GERMAN (GENERAL)

What is this course about?

The study of languages focuses on communication. Students develop the ability to express, exchange and interpret meaning through spoken, written and visual texts. Through interacting in German, students learn to communicate in a range of contexts and for different purposes.

Learning German also deepens students' understanding of language, culture and communication. By engaging with German-speaking communities and cultures, students develop intercultural understanding and gain insight into similarities and differences between languages, including English. Students explore and create a variety of text types, developing skills in critical thinking, problem-solving and creativity. Language learning is connected to students' own experiences, allowing them to communicate their ideas, opinions and perspectives in meaningful ways.

Studying German equips students with valuable 21st-century skills and prepares them to participate confidently in an increasingly global and interconnected world.

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How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Comprehend German 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 language elements of German to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate German.

Refer to page 12-13 for pre-pequisites

Subject Matter

Family and carers | Peers | Education | Travel and exploration | Social customs | German influences around the world | Lifestyles and leisure | The arts, entertainment and sports | Groups in society | The present | Future choices

Unit and Assessment Overview

Year 10: Chinese

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Life choices and stories	The everyday life	Was ist Globalisierung? Ja oder nein zu Globalisierung?	Jobs und Karriere
Examination – 70 mins	Examination – 80 mins	Assignment (multimodal)	Examination – 100 mins

Year 11 and 12: Chinese

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Meine Welt — My world	Unsere Welt erkunden — Exploring our world	Our society; culture and identity	My present; my future
FA1: Short Response (20%) FA2: Extended Response (25%)	FA3: Multimodal Presentation and interview (30%)	IA1: Short Response (20%) IA2: Extended Response (25%)	IA3: Multimodal presentation and interview (30%)

Please note that Unit 3 commences in Term 4 of Year 11

MATHEMATICS

YEAR 10

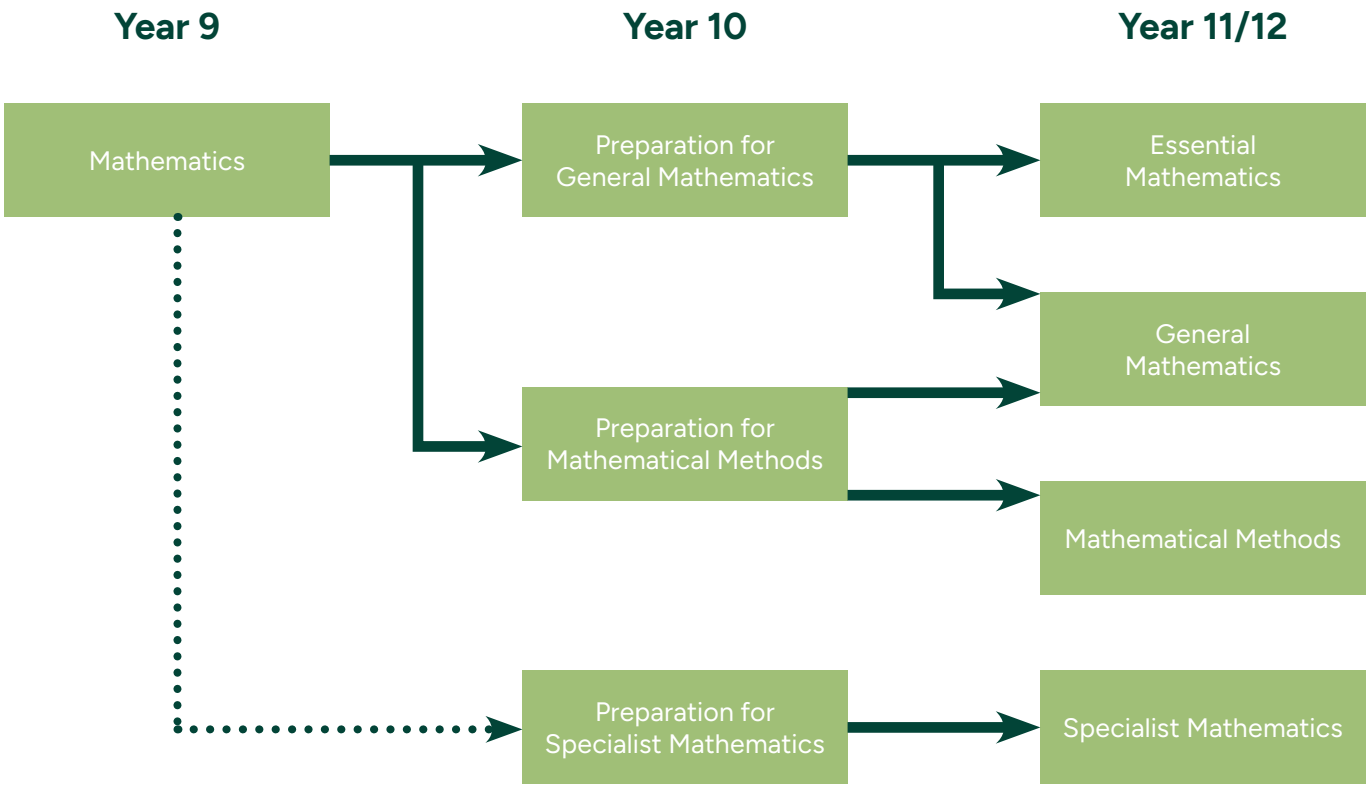
- Preparation for General Mathematics
- Preparation for Mathematical Methods
- Preparation for Specialist Mathematics

YEAR 11 AND 12

- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Essential Mathematics

MATHEMATICS

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

GENERAL MATHEMATICS (GENERAL)

What is this course about?

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Refer to page 12-13 for pre-pequisites

Subject Matter

1. Money, measurement, algebra and linear equations
2. Applications of linear equations and trigonometry, matrices and univariate data analysis
3. Bivariate data and time series analysis, sequences and Earth Geometry
4. Investing an networking

Unit and Assessment Overview

Year 10: Preparation for General Mathematics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Assessment: Exam - (55 min)	Assessment: Exam - (90 min) Assignment – Problem Solving and Modelling Task	Assessment: Exam – (55 min)	Assessment: Exam – (90min)

Year 11 and 12: General Mathematics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Assessment: FA1: Problem Solving and Modelling Task	Assessment: FA1: Exam (90min) FA3: Exam (90min)	Assessment: IA1: Problem Solving and Modelling Task (20%) IA2: Exam (15%)	Assessment: IA3: Exam (15%) IA4: External Exam (50%)

Please note that Unit 3 commences in Term 4 of Year 11

MATHEMATICAL METHODS (GENERAL)

What is this course about?

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems.

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Surds, algebra, fuctions and probability
Unit 2: Calculus and further functions
Unit 3: Further calculus and introduction to statistics
Unit 4: Further calculus, trigonometry and statistics

Unit and Assessment Overview

Year 10: Preparation for Mathematical Methods

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Assessment: Exam (55min)	Assessment: Exam - (90 min)	Assessment: Problem Solving and Modelling Task	Assessment: Exam (55min)

Year 11 and 12: Mathematical Methods

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Assessment: FA1: Exam (55min)	Assessment: FA2: Problem Solving and Modelling Task FA3: Exam (90min)	Assessment: IA1: Problem Solving and Modelling Task (20%) IA2: Exam (15%)	Assessment: IA3: Exam (25%) IA4: External Exam (50%)

Please note that Unit 3 commences in Term 4 of Year 11

SPECIALIST MATHEMATICS (GENERAL)

What is this course about?

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

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems.

Refer to page 12-13 for pre-pequisites

Subject Matter

1. Combinatorics, proof vectors and matrices
2. Complex numbers, further proof, trigonometry functions and transformations
3. Further complex numbers, proof, vectors and matrices
4. Further calculus and statistical inference

Unit and Assessment Overview

Year 10: Preparation for Specialist Mathematics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Assessment: Exam (55min)	Assessment: Examination - 90 mins	Assessment: Problem Solving and Modelling Task Exam (55min)	Assessment: Exam (90min)

Year 11 and 12: Specialist Mathematics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Assessment: FA1: Exam (55min)	Assessment: FA2: Exam (90min) FA3: Problem Solving and Modelling Task	Assessment: IA1: Problem Solving and Modelling Task (20%) IA2: Exam (15%)	Assessment: IA3: Exam (15%) IA4: External Exam (50%)

Please note that Unit 3 commences in Term 4 of Year 11

ESSENTIAL MATHEMATICS (APPLIED)

What is this course about?

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

How will I be assessed?

The following criteria summarises how you will be assessed in the course

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Number, data and money
Unit 2: Data and travel
Unit 3: Measurement, scales and chance
Unit 4: Graphs, data and loans

Unit and Assessment Overview

Year 11 and 12: Essential Mathematics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Assessment: FA1: Problem Solving and Modelling Task	Assessment: FA2 : Exam (60min)	Assessment: IA1 : Problem Solving and Modelling Task IA2: Exam 60min CIA	Assessment: IA3: Problem Solving and Modelling Task IA4: Exam (60min)

Please note that Unit 3 commences in Term 1 of Year 12

SCIENCE

YEAR 10

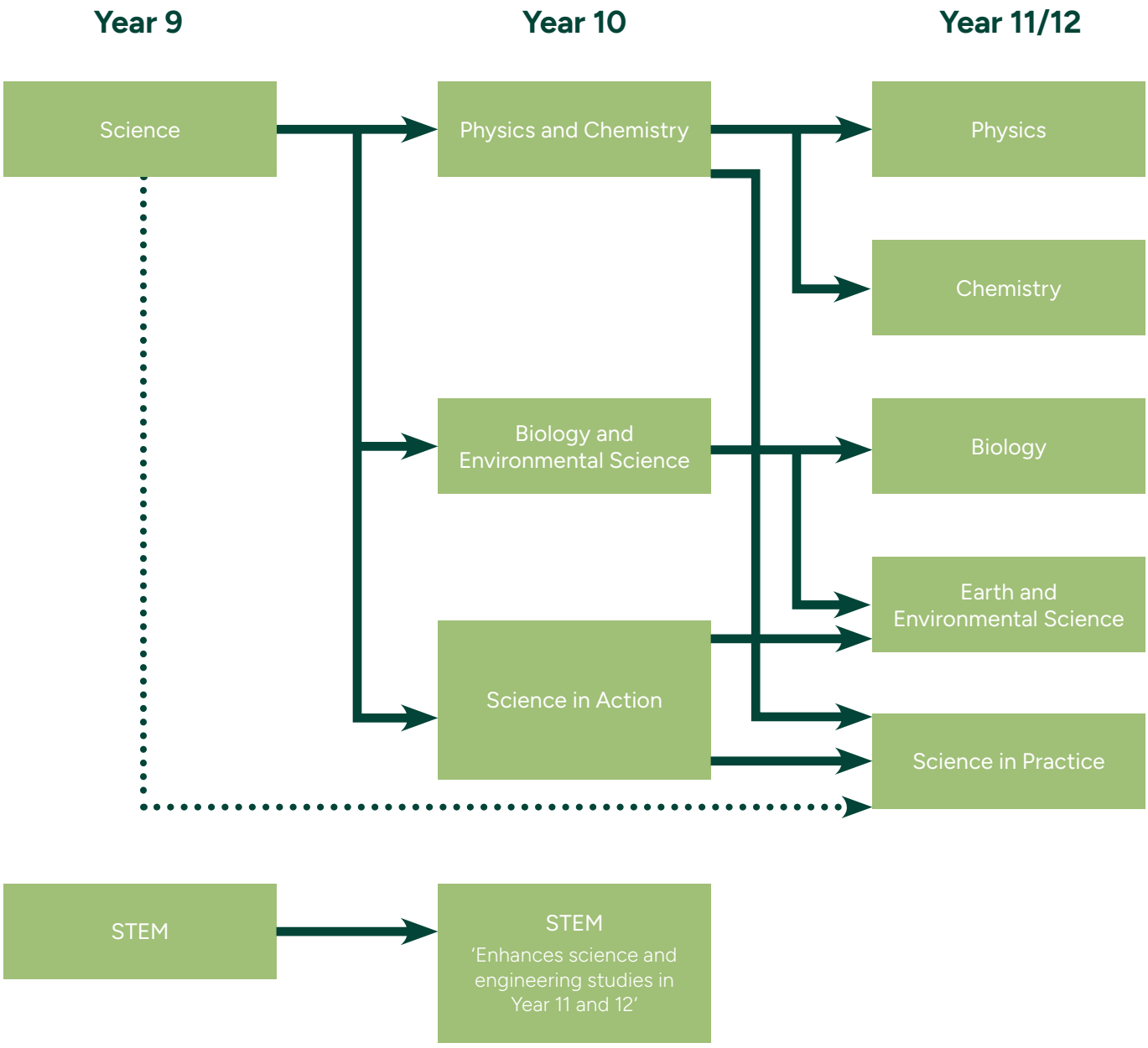
- Biology and Environmental Science
- Physics and Chemistry
- Science in Action

YEAR 11 AND 12

- Physics
- Chemistry
- Biology
- Earth and Environmental Science
- Science in Practice

SCIENCE

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

BIOLOGY (GENERAL)

What is this course about?

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

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Cells and multicellular organisms
Unit 2: Maintaining the internal environment
Unit 3: Biodiversity and the interconnectedness of life
Unit 4: Heredity and continuity of life

Unit and Assessment Overview

Year 10: Biology and Environmental Science

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Transport across the Cell Membrane	Earth systems, processes and phenomena	Impact of Climate Change	Genetics and Evolution
Student Experiment	Examination - 90 mins	Research Task	Examination - 90 mins

Year 11 and 12: Biology

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
FA1: Student Experiment FA2: Data Test	FA3: Research Task FA4: Examination	IA1: Data Test (10%) FA1: Student Experiment (20%)	FA3: Research Task (20%) FA4: External Examination (50%)

Please note that Unit 3 commences in Term 4 of Year 11

EARTH AND ENVIRONMENTAL SCIENCE (GENERAL)

What is this course about?

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Introduction to Earth systems
Unit 2: Earth processes — energy transfers and transformations
Unit 3: Living on Earth — extracting, using and managing Earth resources
Unit 4: The changing Earth — the cause and impact of Earth hazards

Unit and Assessment Overview

Year 10: Biology and Environmental Science

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Transport across the Cell Membrane	Earth systems, processes and phenomena	Impact of Climate Change	Genetics and Evolution
Student Experiment	Examination - 90 mins	Research Task	Examination - 90 mins

Year 11 and 12: Earth and Environmental Science

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Introduction to Earth systems	Earth processes — energy transfers and transformations	Living on Earth — extracting, using and managing Earth resources	The changing Earth — the cause and impact of Earth hazards
FA1: Data Test FA2: Student Experiment	FA3: Research Task FA4: Examination	IA1: Data Test (10%) FA1: Student Experiment (20%)	FA3: Research Task (20%) FA4: External Examination (50%)

Please note that Unit 3 commences in Term 4 of Year 11

CHEMISTRY (GENERAL)

What is this course about?

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Chemical fundamentals — structure, properties and reactions
Unit 2: Molecular interactions and reactions
Unit 3: Equilibrium, acids and redox reactions
Unit 4: Structure, synthesis and design

Unit and Assessment Overview

Year 10: Physics and Chemistry

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
The Universe and Motion	Atoms, Bonds and Reactions	Moles and Measurements	Energy and Heat
Research Task	Examination - 90 mins	Student Experiment	Examination - 90 mins

Year 11 and 12: Chemistry

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Chemical fundamentals — structure, properties and reactions	Molecular interactions and reactions	Equilibrium, acids and redox reactions	Structure, synthesis and design
FA1: Data Test FA2: Student Experiment	FA3: Research Task FA4: Examination	IA1: Data Test (10%) FA1: Student Experiment (20%)	FA3: Research Task (20%) FA4: External Examination (50%)

Please note that Unit 3 commences in Term 4 of Year 11

PHYSICS (GENERAL)

What is this course about?

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Thermal, nuclear and electrical physics
Unit 2: Linear motion and waves
Unit 3: Gravity and electromagnetism
Unit 4: Revolutions in modern physics

Unit and Assessment Overview

Year 10: Physics and Chemistry

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
The Universe and Motion	Atoms, Bonds and Reactions	Moles and Measurements	Energy and Heat
Research Task	Examination - 90 mins	Student Experiment	Examination - 90 mins

Year 11 and 12: Physics

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
FA2: Student Experiment	FA3: Research Task FA4: Examination	IA1: Data Test (10%) FA1: Student Experiment (20%)	FA3: Research Task (20%) FA4: External Examination (50%)

Please note that Unit 3 commences in Term 4 of Year 11

SCIENCE IN PRACTICE (APPLIED)

What is this course about?

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication

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How will I be assessed?

The following criteria summarises how you will be assessed in the course

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

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit option A: Consumer science
Unit option C: Forensic science
Unit option E: Sustainability
Unit option F: Transport

Unit and Assessment Overview

Year 10: Science in Action

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Terrific Toys	What the Health	Myth Busters	Have you been paying attention
Portfolio	Portfolio	Portfolio	Portfolio

Year 11 and 12: Science in Practice

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Consumer science: Fermentation	Transport : Wind up cars	Forensic science	Sustainability: Crickets
FA1: Applied Investigation FA2: Project	FA3: Applied Investigation FA4: Project	IA1: Applied Investigation IA2: Project	IA3: Applied Investigation IA4: Project

Please note that Unit 3 commences in Term 4 of Year 11

APPLIED POSITIVE PSYCHOLOGY

YEAR 10

- Health and Psychology

YEAR 11 AND 12

- Psychology

PSYCHOLOGY (GENERAL)

What is this course about?

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Describe ideas and experimental findings
2. Apply Understanding
3. Analyse experimental data
4. Interpret experimental evidence
5. Evaluate experimental processes and conclusions
6. Investigate phenomena

Refer to page 12-13 for pre-pequisites

Subject Matter

Unit 1: Individual Development.
Topics: The Role of the Brain, Cognitive Development, Consciousness, Attention and Sleep.

Unit 2: Individual Behaviour.
Topics: Intelligence, Diagnosis, Psychological Disorders
and Treatments, Emotion and Motivation.

Unit 3: Individual Thinking.
Topics: Brain Function, Sensation and Perception, Memory, Learning.

Unit 4: The Influence of Others.
Topics: Social Psychology, Interpersonal Processes, Attitudes, Cross-Cultural Psychology

Unit and Assessment Overview

Year 10: Health and Psychology

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Unit Title: Stress	Body Image	Gustation	Domestic violence
Exam	Action Research project	Student Experiment	Exam

Year 11 and 12: Psychology

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Individual development	Individual behaviour	Individual thinking	The Influence of others
Formative internal • Data test • Student Experiment	Formative internal • Research Investigation • Exam	Summative • IA1: Data test (10%) • IA2: Student experiment (20%)	Summative • IA3: Research Investigation (20%) • EA: External Exam (50%)

Please note that Unit 3 commences in Term 4 of Year 11

THE ARTS

YEAR 10

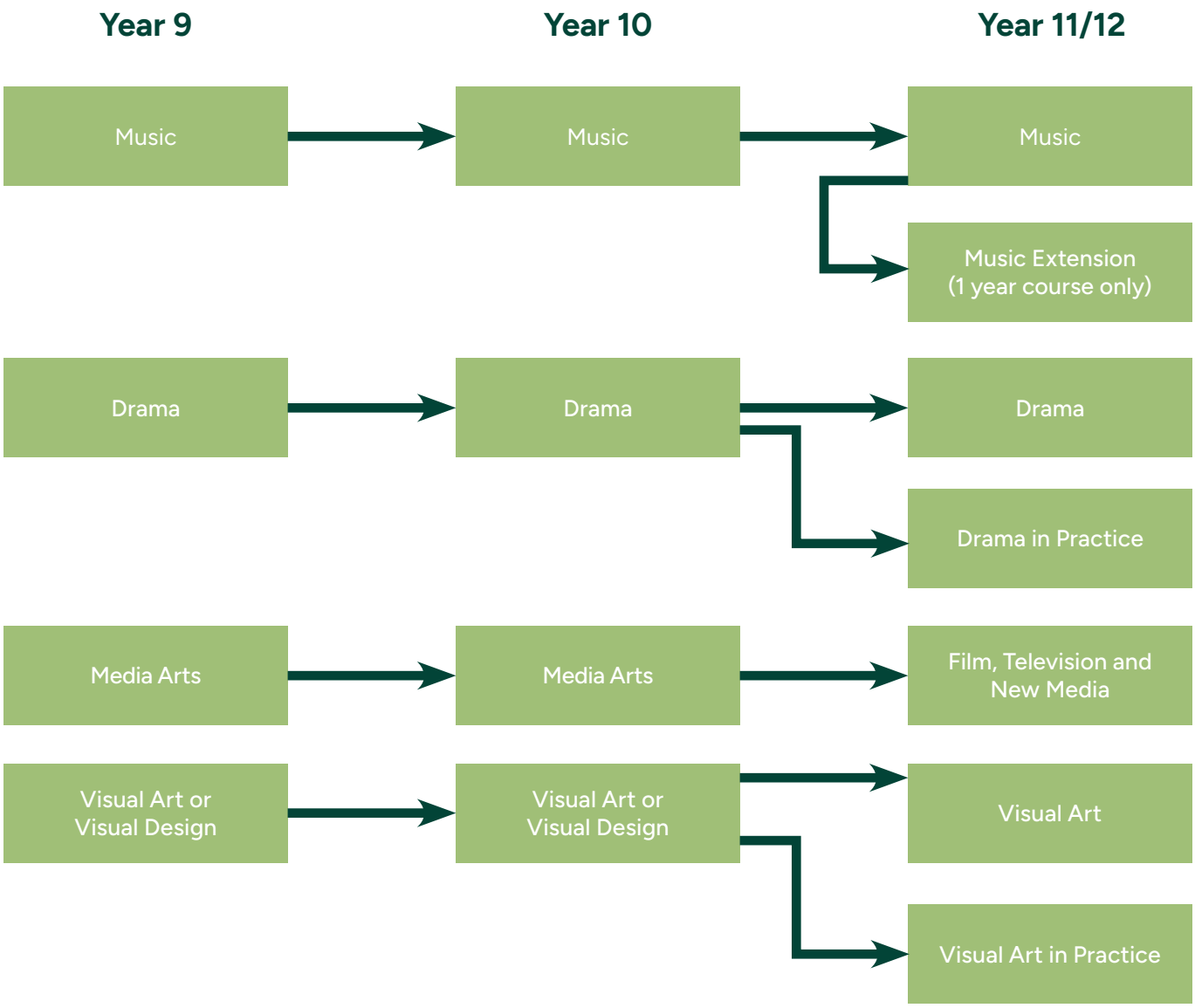
- Music
- Drama
- Visual Art
- Media Arts
- Visual Design

YEAR 11 AND 12

- Music
- Music Extension
- Drama
- Drama in Practice
- Visual Art
- Film, Television and New Media
- Visual Art in Practice

THE ARTS

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

DRAMA (GENERAL)

What is this course about?

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Demonstrate skills of drama
2. Apply literacy skills
3. Interpret purpose, context and text
4. Manipulate dramatic languages
5. Analyse dramatic languages
6. Evaluate dramatic languages

Refer to page 12-13 for pre-pequisites

Subject Matter

Dramatic languages (elements of drama; forms and styles; conventions; skills of drama – performance skills; devising; directing; critiquing

Unit and Assessment Overview

Year 10: Drama

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Gothic Theatre: When Ghosts Come to Life	Gothic Theatre: SHAKE N STIR Residency	Cinematic Theatre: When Two Powers Combine	Cinematic Theatre: When Two Powers Combine
Assessment: Performance – scripted small group	Assessment: Forming - Student Portfolio Assessment Performance – whole class	Assessment: Forming – Dramatic Concept Assessment: Responding – Analytical essay	Assessment: Performance – Collaborative small group performance

Year 11 and 12: Drama

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Share – Verbatim Theatre	Reflect – Realism /Magical Theatre	Challenge – Epic/ Absurd Theatre	Transform – Greek/ Contemporary Theatre
Assessment: Formative internal assessment – Performance Formative internal assessment – Dramatic concept	Assessment: Formative internal assessment – Practice-led project Assessment: Examination – Extended response	Assessment: IA1: Performance (20%) IA2: Dramatic concept (20%)	Assessment: IA3: Practice-led project (35%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

DRAMA IN PRACTICE (APPLIED)

What is this course about?

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities. Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Use drama practices
2. Plan drama works
3. Communicate ideas
4. Evaluate drama works

Refer to page 12-13 for pre-pequisites

Subject Matter

Drama Practices

- Dramatic languages – elements of drama; forms, styles and conventions; skills of drama (acting, devising and directing skills)
- Production elements and technologies
- Drama literacies – drama terminology; stage directions and terminology; stagecraft and production terminology
- Purpose and context – text; audience; community engagement; industry engagement;

Unit and Assessment Overview

Year 10: Drama

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Gothic Theatre: When Ghosts Come to Life	Gothic Theatre: SHAKE N STIR Residency	Cinematic Theatre: When Two Powers Combine	Cinematic Theatre: When Two Powers Combine
Assessment: Performance – scripted small group	Assessment: Forming - Student Portfolio Assessment: Performance – whole class	Assessment: Forming – Dramatic Concept Responding – Analytical essay	Assessment: Performance – collaborative small group performance

Year 11 and 12: Drama in Practice

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Collaboration	Community	Contemporary	Contemporary
Assessment: A1: Directorial Project - Collaboration A2: Performance - Collaboration	Assessment: B1: Devising a Project - Community B2: Performance - Community	Assessment: C1: Directorial Project - Contemporary C2: Performance - Contemporary	Assessment: D1: Devising a Project - Commentary D2: Performance - Commentary

Please note that Unit 3 commences in Term 4 of Year 11

MUSIC (GENERAL)

What is this course about?

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Demonstrate technicals skills
2. Use music elements and concepts
3. Analyse music
4. Apply compositional devices
5. Apply literacy skills
6. Interpret music elements and concepts
7. Evaluate music
8. Realise music ideas
9. Resolve music ideas

Refer to page 12-13 for pre-pequisites

Subject Matter

Music elements and concepts; contexts, styles and genres; musicianship; compositional devices; stylistic elements

Unit and Assessment Overview

Year 10: Music

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
All that Jazz	All that Jazz	Heroes and Villains	Heroes and Villains
Assessment: Performance	Assessment: Composition + Statement of Intent	Assessment: Project – Composition + Musicology	Assessment: Performance

Year 11 and 12: Music

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Designs	Identifies	Innovations	Narratives
Assessment: Formative internal assessment - Performance Assessment: Formative internal assessment – Composition + Statement of intent	Assessment: Formative internal assessment – Project: composition/performance + musicology Assessment: Examination – Extended response	Assessment: IA1: Performance (20%) IA2: Composition (20%)	Assessment: IA3: Project – Composition/Performance + Musicology (35%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

MUSIC EXTENSION (GENERAL) - YEAR 12 ONLY

What is this course about?

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

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Analyse music
2. Apply literacy skills
3. Evaluate music
4. Apply technical skills
5. Interpret music elements and concepts
6. Realise music ideas.

Refer to page 12-13 for pre-pequisites

Subject Matter

Music elements and concepts; contexts, styles and genres; musicianship; compositional devices; stylistic elements; best practice; models of apprenticeship; reflective practice

Unit and Assessment Overview

Year 11 and 12: Music

UNIT 3	UNIT 4
Year 12	Year 12
Explore	Emerge
Assessment: IA1: Composition/Performance/Musicology (20%) IA2: Composition/Performance/Musicology (20%)	Assessment: IA3: Project – Composition/Performance/Musicology (35%) IA4: External Exam (25%)

Please note that Music Extension can only be studied after the successful completion of Music (General) Units 1 and 2. Unit 3 commences in Term 1 of Year 12.

FILM, TELEVISION AND NEW MEDIA (GENERAL)

What is this course about?

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts. Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Design moving-image media products
2. Create moving-image media products
3. Resolve film, television and new media ideas, elements and processes
4. Apply literacy skills
5. Analyse moving-image media products
6. Evaluate film, television and new media products, practices and viewpoints.

Refer to page 12-13 for pre-pequisites

Subject Matter

Technologies; Institutions; Languages

Unit and Assessment Overview

Year 10: Media Arts

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
Slave to the Music	Slave to the Music	Bug Wars	Bug Wars
Assessment: Project Treatment and Storyboard	Assessment: Project MVC Production Examination: Extended response	Assessment: Project Treatment Assessment: Case Study	Assessment: Animation Project

Year 11 and 12: Film, Television and New Media

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Foundation	Stories	Participation	Artistry
Assessment: Case Study Investigation Assessment: Multi-Platform Content Project	Assessment: Stylistic Production Assessment: Examination – Extended response	Assessment: IA1: Case Study Investigation (15%) IA2: Multi-Platform Content Project (25%)	Assessment: IA3: Stylistic Production (35%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

VISUAL ART (GENERAL)

What is this course about?

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

1. Implement ideas and representations
2. Apply literacy skills
3. Analyse and interpret visual language, expression and meaning in artworks and practices
4. Evaluate influences
5. Justify viewpoints
6. Experiment in response to stimulus
7. Create visual responses using knowledge and understanding of art media
8. Realise responses to communicate meaning.

Refer to page 12-13 for pre-pequisites

Subject Matter

Two-dimensional artworks; time-based artworks; three-dimensional artworks; health and safety practices for art materials, techniques, technologies and processes; Visual language, processes and intentions; art terminology

Unit and Assessment Overview

Year 10: Visual Art

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
The Human Condition	The Human Condition	Bio Relic	Bio Relic
Assessment: Practical Experimental Folio	Assessment: Practical Resolved Artwork Examination: Analysis and Evaluation	Assessment: Practical Experimental Folio	Assessment: Practical Resolved Artwork Assessment: Extended Written Response Analysis and Evaluation

Year 11 and 12: Visual Art

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Art as Lens	Arts as Code	Art as Knowledge	Art as Alternate
Assessment: Investigation – Inquiry Phase 1 Project – Inquiry Phase 2	Assessment: Project – Inquiry Phase 3 Examination – Extended Response	Assessment: IA1: Investigation – Inquiry Phase 1 (20%) IA2: Project – Inquiry Phase 2 (25%)	Assessment: IA3: Project – Inquiry Phase 3 (30%) IA4: External Exam (25%)

Please note that Unit 3 commences in Term 4 of Year 11

VISUAL ARTS IN PRACTICE (APPLIED)

What is this course about?

Visual Arts in Practice students respond to authentic, real-world stimulus – problems, events, stories, places, objects, the work of artists or artisans, seeing or making new links between art-making purpose and contexts. They explore visual language in combination with media, technologies and skills to make artworks.

How will I be assessed?

The following criteria summarises how you will be assessed in the course.

- Developing — generating solutions
- Researching — reacting to stimulus
- Reflecting — considering ideas and information
- Resolving — communicating as artist and audience

Refer to page 12-13 for pre-pequisites

Subject Matter

Two-dimensional artworks; time-based artworks; three-dimensional artworks; health and safety practices for art materials, techniques, technologies and processes; Visual language, processes and intentions; art terminology

Unit and Assessment Overview

Year 10: Visual Art

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 10 - Term 1	Year 10 - Term 2	Year 10 - Term 3	Year 10 - Term 4
The Human Condition	The Human Condition	Bio Relic	Bio Relic
Assessment: Practical Experimental Folio	Assessment: Practical Resolved Artwork Examination: Analysis and Evaluation	Assessment: Practical Experimental Folio	Assessment: Practical Resolved Artwork Assessment: Extended Written Response Analysis and Evaluation

Year 11 and 12: Visual Art in Practice

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Year 11	Year 11	Year 12	Year 12
Looking Inwards (self)	Looking Outwards (others)	Clients	Transform and Extend
Assessment: A1: Experimental Folio A2: Resolved Artwork/s Formative internal assessment	Assessment: A1: Prototype artwork A2: Resolved Artwork/s Formative internal assessment	Assessment: C1: Design Proposal C2: Resolved Artwork	Assessment: D1: Folio of stylistic experiments D2: Resolved artwork

Please note that Unit 3 commences in Term 4 of Year 11

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