



Miles State
HIGH SCHOOL

2025

Senior Subject Selection Guide



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How Senior Studies work

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success. The QCE is flexible and allows students to design a pathway that is right for them, whether they plan to:

- Study at university;
- Look for skilled work; or
- Complete further vocational education and training (VET) or other recognised studies.

There are specific requirements relating to a course of study for students to achieve their QCE which are further outlined in this handbook. Some students however, require a more individualised approach which is available through the Queensland Certificate of Individual Achievement (QCIA). This pathway is best suited to students who have not been able to achieve passing grades in learning at their year level and have required adjustments in their studies up to Year 10.

Queensland Certificate of Education (QCE)

To attain their QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include VET courses in their QCE pathway, and as Miles State High School is an RTO (Registered Training Organisation), we are proud to be able to offer a wide variety of these options to our students at minimal cost. Some students may also wish to extend their learning by studying some university courses or other recognised study while still at school. At Miles State High School, we have already provided students with the opportunity to have gained a range of VET qualifications in Year 10 which can also contribute towards the 20 credits for their QCE in most cases.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievement and progress of students in attaining set individualised and personal goals for students not able to pursue a QCE pathway. This Certificate recognises the student's completion of senior studies and the individual skills they have been able to gain and demonstrate over their senior studies. Senior subjects

What can I study?

There are a wide range of ways a student can structure their learning pathway and subject choices depending on the career pathway they have chosen. A summary of these pathways can be found below, and also highlights how the chosen pathway impacts their eligibility for an ATAR. An ATAR is the predominant ranking system used by school leavers to gain direct entry to university by providing students with a percentage ranking between 1 and 100%. A particular pattern of study is required for students to be eligible for an ATAR.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	All subjects may contribute
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	Only 1 may contribute when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	Preparatory or Complementary depending on course	1 per course	Short courses do not contribute
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	Core, Preparatory or Complementary depending on course	Up to 8 per course	Only 1 may contribute at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	Core, Preparatory or Complementary depending on course	As recognised by the QCAA	Check with QTAC depends on course



ATAR (Tertiary entrance ranking) Eligibility

For students who are wishing to pursue a tertiary pathway following school, an ATAR ranking is generally required to gain entry to university in the year following completion of Year 12. In order to attain an ATAR, a particular program of study is required in order to be eligible. The possible programs of study are:

- Completion of five (5) General subjects (Units 3 & 4); or
- Completion of four (4) General subjects (Units 3 & 4), AND one Applied subject (Units 3 & 4); or
- Completion of four (4) General subjects (Units 3 & 4), AND one completed VET qualification at Certificate III level or above.

A student MUST satisfactorily complete (at a C level or above) an English subject in order to be eligible for an ATAR, though it may not be used in the calculation of it if it is not one of the student's best five scaled results.

General subjects

General subjects are required for students who are wishing to pursue a tertiary pathway. General subjects have three internal assessments (written by schools and approved by QCAA) and one external assessment (written by QCAA and marked by QCAA). In most subjects, the external assessment contributes 25% towards the student's final overall mark. In Mathematics and Science subjects, the external assessment contributes 50% of a student's final overall mark. External assessments are completed in Term 4 of Year 12 and the exams for each subject are sat at the same time by all students enrolled in the subject across the state.

Applied syllabuses

Applied subjects are best suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects generally have four internal assessments (written by schools). In Essential English and Essential Mathematics, one of the internal assessments is a common internal assessment (set by the QCAA for all schools, but marked by schools and confirmed through a QCAA moderation process).

VET (Vocational Education and Training)

VET courses are best suited to students who are interested in a pathway beyond school that leads to further vocational education and training or work. Assessment for VET subjects requires students to demonstrate competency in both practical skills and theoretical knowledge. This means that depending on the course, students may complete booklets and be assessed through observations or other practical tasks. Students must demonstrate the accepted level of skill and knowledge to achieve competency, and may be required to reattempt or resubmit work to achieve this standard.

Short Courses

It is a requirement for students to attain their QCE to demonstrate an accepted level of literacy and numeracy skills and knowledge. Typically, students meet the literacy and numeracy



requirement by passing a Unit of an English or Mathematics subject. However, if students are unable to achieve this, completion of a short course in Literacy and/or Numeracy is able to meet this requirement. Students who are at risk of not receiving their QCE due to Literacy and/or Numeracy requirements may be asked to undertake a short course in Literacy and/or Numeracy at school prior to the end of Year 12.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses

Prerequisites

All General syllabus subjects require the minimum of a passing level of achievement in Year 10 English, ideally at an A or B level.

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Each unit generally equates to one semester of study. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes one point each for satisfactory completion (C level or above) to the 20 points required to attain their QCE.

Students should generally complete Units 1 and 2 before starting Units 3 and 4. This is because generally Units 1 and 2 develop the foundational skills and knowledge for the subject in order to be successful in Units 3 and 4.

Units 3 and 4 consolidate student learning. Units 3 and 4 **must** be studied together and contribute two points (2) to their QCE upon successful completion (C level or above) at the end of Unit 4. Students **cannot** change out of any subject during Units 3 and 4. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Each unit of study generally equates to one semester of study.

Assessment for Units 1 and 2 are developed by the school and are formative in nature. This means they are designed to provide students with feedback and to develop the skills and knowledge they require to be successful in Units 3 and 4. For each unit of study, students complete at least one and at most two items of assessment for each of Unit 1 and 2.

Student progress is monitored, and where students are not successful after Unit 1, discussions occur with a student and their family to review their program of study and changes can be made to their program of study if needed at this point.

Assessment results for Units 1 and 2 contribute one (1) point each for successful completion at C level or above to the points required to attain their QCE. However, results for Units 1 and 2 are not used in the calculation of a student's ATAR.



Units 3 and 4 assessments

Units 3 and 4 must be studied together. Students are unable to make any changes to their program of study in the year these units are studied.

For General subjects, students complete three (3) internal assessments across these two units of study. This means that assessment is developed by the school, but is approved through an endorsement process by QCAA to ensure that the assessment tasks meet syllabus requirements. The results from these assessments are used in two ways. Firstly, a passing grade at the end of Unit 4 contributes two (2) points towards a student's QCE. Secondly, if a student is eligible for an ATAR, and a particular subject is one of their top five results, the numerical result (for example 9 out of 10) contributes towards the calculation of their ATAR.

For General subjects, students also complete one (1) external piece of assessment for each subject. During a block at the end of a student's final year, an external examination block takes place across the state. Students sit one external exam for each General subject they are studying. The weighting of assessment items depends upon which subject students are studying. Generally, internal assessments are worth 75% of a student's overall result, with the external exam worth 25%. However, for Mathematics and Science subjects, internal assessments are worth 50% of a student's overall result and the external exam is worth 50% of their mark.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments to ensure consistency in the way student results are reached, regardless of where a student is undertaking their studies.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. ISMGs are attached to student assessment items, and are also freely accessible to student's and the general public in the syllabus for each subject available on the QCAA website.

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

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

For Essential English and Essential Mathematics, students complete four internal assessments across Units 3 and 4. Three (3) of these assessments are developed by the school but are approved through an endorsement process by QCAA to ensure that the assessment tasks meet syllabus requirements. The fourth (4th) assessment item is a Common Internal Assessment (CIA) which is written by QCAA, but marked according to the QCAA marking guide. All students across the state complete one CIA. Successful completion of these subjects at a passing level or above contributes two (2) points towards a student's QCE.

For all other Applied Subjects, students complete four internal assessments developed by the school across Units 3 and 4. Successful completion of these subjects contributes two (2) QCE points towards a student's QCE.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.



The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. It is a requirement of the QCE that students meet literacy and numeracy requirements. Generally, this is achieved by attaining a passing grade in one unit of an English or Maths subject (General or Applied). However, some students struggle to achieve this. Successful completion of a Literacy and/or Numeracy Short Course meets the relevant literacy and/or numeracy requirement for QCE purposes. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy (offered at MSHS)
- Numeracy (offered at MSHS)
- Aboriginal and Torres Strait Islander Languages (not currently offered)
- Career Education (not currently offered)

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Mode of study for Senior Subjects

While Miles State High School endeavours to provide as wide a range of subjects for students to choose from in their senior study pathway, it is not always possible to offer particular subjects where student interest is very low because of staffing allocations, qualifications and availability.

Generally, most senior subjects are available to study through distance education. These subjects are delivered remotely by School of Distance Education via virtual (computer based) interactive lessons. They run as traditional subjects except that the teacher is not physically present. As these courses do not originate from this school, they do not always fit neatly into our timetable. Students may have to attend these classes through breaks, before school or when other classes are scheduled.

Every effort will be made to minimise any disadvantage that results, however students must be aware that it is THEIR RESPONSIBILITY to catch up on any work missed due to a timetable clash.

Students who choose a BSDE subject MUST have a proven ability to work well without direct supervision and MUST have a pre-requisite GPA of not less than 4.

Students choosing a SDE or other off-campus subject will require an interview with, and the approval of HOD Curriculum prior to indicating their selection.

Subjects that have been studied virtually by our students include: Specialist Mathematics, Physics, IPT, Economics, Legal Studies, Science in Practice, Accounting, Social & Community Studies, Information and Communication Technology, Psychology, Modern History, Agricultural Studies and Tourism.

Students wishing to undertake a SDE subject should access one of the following SDE websites for information and subjects –www.brisbanesde.eq.edu.au/ or <https://cairnssde.eq.edu.au/> or <https://capricorniasde.eq.edu.au/>



MSHS Senior Subjects

It is our intention to run all subjects in the face-to-face mode at Miles State High School. In the event that selection numbers indicate that there will not be enough students in a class to make it viable to run it at MSHS, the subject may be studied through a School of Distance Education to allow students the opportunity to still study subjects they prefer.

Mathematics

General

- General Mathematics
- Mathematical Methods

Applied

- Essential Mathematics

English

General

- English

Applied

- Essential English

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Science in Practice

The Arts & Technologies

Applied

- Visual Arts in Practice
- Hospitality Practices

Humanities and Social Sciences

General

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

Health and Physical Education

General

- Physical Education
- Health General

Applied

- Sport and Recreation

Vocational Education (VET)

- Certificate II in Engineering Pathways
- Certificate II in Rural Operations
- Certificate III in Business
- Certificate II in Construction Pathways
- Certificate II in Workplace Skills (Business)

General Mathematics

General senior subject

General

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.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities

and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

By the conclusion of the course of study, students will have the opportunity to learn to:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs. 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones. 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Prerequisites

Students selecting Mathematical Methods must have achieved an A or B level of achievement in Year 10 Mathematics.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will have the opportunity to learn to:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability. 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables. 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Subject Materials Required

Text:

- Provided under Resource Scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks

- Scientific calculator (not CAS)
- Writing utensils minimum black/blue pen; red pen; pencil; pencil sharpener
- Eraser and ruler
- Mathematics Set

Specialist Mathematics

General senior subject (SDE)

General

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.

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

Prerequisites

Must be studied together with Mathematical Methods.

Students should have achieved a high B or above in Year 10 Mathematics.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices	Complex numbers, further proof, trigonometry, functions and transformations	Further complex numbers, proof, vectors and matrices	Further calculus and statistical inference
<ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices. 	<ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs. Trigonometry and functions Matrices and transformations. 	<ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices. 	<ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential Modelling motion Statistical inference.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative Assessment

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

Subject Materials Required

Text: Provided under resource scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks
- Scientific calculator (not CAS)

- Writing utensils minimum black/blue pen; red pen; pencil; pencil sharpener
- Eraser
- Ruler
- Mathematics Set

Essential Mathematics

Applied senior subject

Applied

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there

is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will have the opportunity to learn to:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Managing money 	Data and travel <ul style="list-style-type: none"> • Fundamental topic: Calculations • Data collection • Graphs • Time and motion 	Measurement, scales and chance <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequency 	Graphs, data and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination – short response

English

General senior subject

General

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

Prerequisites

Students selecting English must have achieved a passing level of achievement in Year 10 English..

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes



- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in context • Language and textural analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in context • Language and textural analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts • Texts in context • Language and textural analysis • Responding to and creating texts 	Close study of literary texts <ul style="list-style-type: none"> • Create responses to literary texts • Critical responses to literary texts • Texts in context • Language and textural analysis • Responding to and creating texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination – extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

Subject Materials Required

- 1 x display folder
- USB
- selection of lead pencils, blue, black and red pens
- pocket size dictionary
- ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighter

Essential English

Applied senior subject

Applied

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use **appropriate** roles and relationships with audiences
- **construct** and **explain** representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how **language features** and **text structures** shape meaning and invite particular responses
- **select** and use subject matter to support **perspectives**
- sequence subject matter and use mode-appropriate **cohesive devices** to construct **coherent** texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and/or concepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Spoken response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Written response

Subject Materials Required

Text:

- Provided under the Resource Scheme

Levy:

- Nil

Essential:

- 1 x A4 notebook
- 1 x display folder
- Writing utensils Minimum Black/blue pen; Red pen; Pencils; Pencil sharpener; Scissors, Glue Stick

Recommended

- Highlighters
- USB

Geography

General senior subject (SDE)

General

Overview

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, responding to land cover transformations, and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

Geography is a General subject suited to students who are interested in pathways

beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones	Planning sustainable places	Responding to land cover transformations	Managing population change
<ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	<ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing challenges facing a megacity 	<ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	<ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

Assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

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

Summative assessments

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

Modern History

General senior subject (SDE)

General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit,

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

Pathways

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

Objectives

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

- 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



Structure

Modern History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
<p>Unit 1 - Ideas in the Modern World</p> <ul style="list-style-type: none"> Two topics are selected to be studied in this unit. It may vary from school to school Conceptual study Depth study Concluding study 	<p>Unit 2 - Movements in the Modern World</p> <ul style="list-style-type: none"> Two topics are selected to be studied in this unit. It may vary from school to school Conceptual study Depth study Concluding study 	<p>Unit 3 - National experiences in the Modern World</p> <ul style="list-style-type: none"> Two topics are selected to be studied in this unit. It may vary from school to school Conceptual study Depth study Concluding study. 	<p>Unit 4 - International experiences in the Modern World</p> <ul style="list-style-type: none"> Two topics are selected to be studied in this unit. It may vary from school to school Conceptual study Depth study Concluding study

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Modern History will contribute 25% towards a student's result.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short response	25%

Subject Materials Required

Text:

- Provided under Resource Scheme
- 1 x A4 notebook, USB, Selection of lead pencils, blue, black and red pens

Levy:

- NIL

Essential:

- Internet access (outside of school hours)
- Ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighters.

Legal Studies

General senior subject

General

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different associated views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an

appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students' question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

A course of study in Legal Studies can provide the springboard for students to pursue a career in law enforcement, or to pursue a career as a legal practitioner or paralegal. It also provides an all round understanding of how the legal system operates, which is beneficial for every citizen to have a fundamental understanding of in their everyday lives.

Objectives

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

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

Structure

Legal Studies is a subject in which students' study four units. As an alternative sequence subject, over the course of two years, students will study all four units. The order in which the students study the units may vary, depending on the year students commence studying the subject. Regardless of this, the first two units studied in Year 11 are formative, and only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 – Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Unit 2 – Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Unit 3 – Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Unit 4 – Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Legal Studies will contribute 25% towards a student's result.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation – analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation – inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General senior subject (SDE)

General

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. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. 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.

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. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

Objectives

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

- 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



Course structure

Ancient History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	Personalities in their time	Reconstructing the ancient world	People, power and authority
<ul style="list-style-type: none"> Digging up the past Features of ancient societies 	<ul style="list-style-type: none"> Schools select two personalities from the Ancient World to study 	<ul style="list-style-type: none"> Schools select two historical periods to study in this unit 	<ul style="list-style-type: none"> Schools select a historical period from a set list to study Schools select a personality from the ancient world from a set list to study

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Ancient History will contribute 25% towards a student's result.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short response	25%

Subject Materials Required

Text:

- Provided under Resource Scheme

Levy:

- NIL

Essential:

- Internet access (outside of school hours)
- 1 x A4 notebook, USB, Selection of lead pencils, blue, black and red pens
- Ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighters.

Social and Community Studies

Applied senior subject

General

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

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

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

networks, and to be active and informed citizens.

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

Pathways

A course of study in Social and Community Studies provides students with the personal and social knowledge that allows them to be responsible and engaged citizens. It provides students with real life skills relating to work, relationships and money, which is beneficial to them as they begin their transition to an independent post schooling life.

Objectives

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

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

Structure

Social and Community Studies is a subject in which students' study four units. Schools select four subjects from a range of options available in the QCAA syllabus for the subject.

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 – Lifestyle and financial choices	Unit 2 – Relationships and work environments	Unit 3 – Legal and digital citizenship	Unit 4 – Australia and its place in the world

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

Four summative assessments are written by the school in Year 12 for Units 3 and 4 and these will contribute towards the QCE, and in some cases, to a student's ATAR calculation.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response – law matters	25%	Summative internal assessment 3 (IA3): • Extended response – Contemporary society	25%
Summative internal assessment 2 (IA2): • Project – Digital technology and wellbeing	25%	Summative internal assessment 4 (IA4): • Project – Australia as a Global Citizen	25%

Business

General senior subject (SDE)

General

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

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

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking

investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- Learn about the business life cycle
- Use analytical tools
- Evaluate using business criteria

Course structure

Business is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	Business Growth	Business Diversification	Business Evolution
<ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	<ul style="list-style-type: none"> Establishment of a business Entering markets 	<ul style="list-style-type: none"> Competitive Markets Strategic Development 	<ul style="list-style-type: none"> Repositioning a business Transformation of a business

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Ancient History will contribute 25% towards a student's result.

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ▪ Examination - combination response	25%	Summative internal assessment 3 (IA3): ▪ Feasibility report	25%
Summative internal assessment 2 (IA2): ▪ Business report	25%	Summative external assessment (EA): ▪ Examination - combination response	25%

Subject Materials Required

Text:

- Provided under Resource Scheme

Levy:

- NIL

Essential:

- Internet access (outside of school hours)
- 1 x A4 notebook, USB, Selection of lead pencils, blue, black and red pens
- Ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighters.

Physical Education

General senior subject (not available via SDE)

General

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.

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 from a biomechanical perspective. 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.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and

the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Pathways

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

Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Course structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity 	Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers 	Tactical awareness and ethics in physical activity <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity 	Energy, fitness and training in physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated in physical activity

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Sport & Recreation

Applied senior subject

Applied

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.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations.

Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity.

Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

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. 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.

Pathways

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.

Objectives

By the end of a course of study, students will:

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



Topics of study

The Sport and Recreation syllabus allows schools to select four topics to study over the two years of this course. At Miles State High School, the following topics will be studied:

- Coaching and Officiating
- Event Management
- Fitness for Sport and Recreation
- Optimising performance

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	25%	Summative internal assessment 3 (IA3): • Performance	25%
Summative internal assessment 2 (IA2): • Project	25%	Summative external assessment (EA): • Project	25%

Health Practices

General senior subject (SDE from 2025)

Applied

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.

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 one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare

students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Pathways

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Objectives

By the end of a course of study, students will:

- 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



Topics of study

The units studied in Health Practices are:

- Resilience as a personal health resource
- Peers and family as resources for healthy living
- Community as a resource for healthy living
- Respectful relationships in the post-schooling transition

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Action Research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	Summative external assessment (EA): • Examination – extended response	25%

Biology

General senior subject

General

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

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

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Prerequisites

The Biology syllabus subject requires a minimum grade of B in Year 10 Science and a passing Level of Achievement in Year 10 Mathematics.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis – thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystem and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Subject Materials Required

Text:

- Provided under Resource Scheme
- Textbook and Student Workbook
- Display folder/binder with plastic sleeves
- 196 page Notebook (single not part of 5 subject book)
- Blue, black and red pens
- Highlighters

Levy:

- No levy

Essential:

- HB pencils (for sketching of scientific diagrams)
- Eraser
- Ruler
- Scissors
- Glue
- Scientific Calculator

Chemistry

General senior subject

General

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.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Prerequisites

The Chemistry syllabus subject requires a minimum of a B in Year 10 Science and a passing Level of Achievement in Year 10 Mathematics.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Subject Materials Required

Text:

- Provided under the Resource Scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks
- Scientific calculator (not CAS)

- Writing utensils Minimum
Black/blue pen; Red pen; Pencil;
Pencil sharpener

- Ruler

Recommended

- Highlighter
- Stapler

Physics

General senior subject (SDE)

General

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of

contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

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

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

Prerequisites

It is strongly recommended that a student has achieved a B or above in Year 10 Science and Mathematics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Thermal, nuclear and electrical physics 	<ul style="list-style-type: none"> Linear motion and waves 	<ul style="list-style-type: none"> Gravity and electromagnetism 	<ul style="list-style-type: none"> Revolutions in modern physics
<ul style="list-style-type: none"> Heating processes Ionising radiation and nuclear reactions Electrical circuits 	<ul style="list-style-type: none"> Linear motion and force Waves 	<ul style="list-style-type: none"> Gravity and motion Electromagnetism 	<ul style="list-style-type: none"> Special relativity Quantum theory The Standard Model

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative assessments

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

Subject Materials Required

Text:

- Provided under the Resource Scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks

- Scientific calculator (not CAS)
- Writing utensils Minimum Black/blue pen; Red pen; Pencil; Pencil sharpener
- Ruler

Recommended

- Highlighter
- Stapler

Science in Practice

Applied senior subject (SDE)

Applied

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

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real world and/or lifelike scientific contexts.

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.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations

Pathways

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

Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

Prerequisites

It is strongly recommended that a student has achieved a C or above in Year 10 Science.



Structure

The Science in Practice course consists of 4 units selected out of a list of options.

Units (4 are selected by schools)	Assessment
<ul style="list-style-type: none"> • Consumer science • Ecology • Forensic Science • Disease • Sustainability • Transport 	<p>For each of the selected units, there are two assessments in the form of:</p> <ul style="list-style-type: none"> • Applied investigation • Practical project

Subject Materials Required

Text:

- Provided under Resource Scheme
- Textbook and Student Workbook

Levy:

- No levy

Essential:

- Display folder/binder with plastic sleeves
- 196 page Notebook (single not part of 5 subject book)

- Blue, black and red pens
- HB pencils (for sketching of scientific diagrams)
- Eraser
- Ruler
- Scissors
- Glue
- Highlighters
- Scientific Calculator

Visual Arts in Practice

Applied senior subject

Applied

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks,

synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

By the conclusion of the course of study, students should:

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

The Visual Arts in Practice course is designed by schools selecting four topics from the QCAA list of topics in the syllabus.

Electives	Assessment
<ul style="list-style-type: none"> • A - Looking inwards (self) • B - Looking outwards (others) • C - Clients • D - Transform & extend 	<p>For each unit:</p> <ul style="list-style-type: none"> • Project • Artwork

Hospitality Practices

Applied senior subject

Applied

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-

motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality 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 transferable across sectors and locations.

Objectives

By the conclusion of the course of study, students should:

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequencer processes
- Evaluate skills, processes and products
- Adapt production plans, techniques and procedures

The Hospitality Practices course is designed by schools selecting four topics from the QCAA list of topics in the syllabus.

Electives	Assessment
<ul style="list-style-type: none"> • Bar and barista basics • Culinary trends • Informal dining • Formal dining 	<p>For each unit:</p> <ul style="list-style-type: none"> • Practical demonstration • Project

VOCATIONAL EDUCATION AND TRAINING (VET) Subjects

In VET subjects, students' complete modules leading to qualifications that are nationally recognised. VET subjects offered at Miles State High School and provided because we maintain Registered Training Organisation (RTO) status, which allows us to offer these opportunities to students at minimal cost when compared to external RTOs.

Upon completion or exit of these courses, students' will be issued a Nationally recognised certificate and / or a Statement of Attainment for competencies achieved.

All students in Queensland are eligible to study one VETis Funded qualification (there are restrictions on fields of study that attract this funding) at an external RTO whilst completing their Senior Schooling. Non VETis Funded qualifications, or more than one qualification through an external RTO will attract full fees from the external RTO. Though such courses may not attract VETis Funding, they may be able to contribute towards the 20 QCE points required by students to attain their QCE.



MILES STATE HIGH SCHOOL RTO NUMBER: 30337

BSB30120: Certificate III in Business

QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

ENTRY REQUIREMENTS

There are no formal qualification entry requirements.

Entry requirements for this program include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.
- Attend and participate in scheduled training and assessment.
- Participate in workplace tasks to employer expectations.
- Be able to work in an industry environment and handle industry standard equipment.
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Miles State High School.

COURSE UNITS

UNIT ODE AND TITLE
BSBCRT311 - Apply critical thinking skills in a team environment
BSBPEF201 - Support personal wellbeing in the workplace
BSBSUS211 - Participate in sustainable work practices
BSBTWK301 - Use inclusive work practices
BSBWHS311 - Assist with maintaining workplace safety
BSBXCM301 - Engage in workplace communication
BSBTEC302 - Design and produce spreadsheets
BSBTEC301 - Design and produce business documents
BSBPEF301 - Organise personal work priorities
BSBOPS305 - Process customer complaints
SIRXMKT001 - Support marketing and promotional activities
SIRXCEG002 Assist with customer difficulties
SIRXPDK001 Advise on products and services

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualifications and a record of results. Students who achieve at least one unit competency (but not the full qualification) will receive a Statement of Attainment.

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: Students will be issued with a statement of attainment for any successfully completed units of competency

Any fees paid toward the program will be refunded on a pro rata basis.

DELIVERY MODES

The mode of delivery includes any combination of the following:
face-to-face in a simulated workplace environment for required performance and knowledge evidence.

in a classroom ('off the job') for some components of training for knowledge evidence.

FEES

There are no fees associated with this course.



ASSESSMENT

- Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

WORK PLACEMENT

The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the Training and Assessment Strategy/.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range business tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a business-related workplace.

Achievement of competence in some units will provide credit towards a range of business qualifications or employment opportunities.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other business qualifications or employment opportunities.

See other business qualifications at training.gov.au.

MILES STATE HIGH SCHOOL RTO NUMBER: 30337

MEM20422: Certificate II in Engineering Pathways

QUALIFICATION DESCRIPTION

This qualification develops trade-like skills and is not intended to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade -level theory and practice of welding; it is about being introduced to welding, how it can be used to join metal with the opportunity to weld some metal together. Similarly, with machining the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner including people near the learner.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is intended for simulated work environments.

This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace

ENTRY REQUIREMENTS

There are no formal qualification entry requirements.

Entry requirements for this program include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.
- Attend and participate in scheduled training and assessment.
- Participate in workplace tasks to employer expectations.
- Be able to work in an industry environment and handle industry standard equipment.
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Miles State High School.

COURSE UNITS

UNIT CODE	TITLE
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE004	Use fabrication equipment
MSMPCI101	Adapt to work in industry
CPCWHS1001	(optional) Prepare to work safely in the construction industry

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualifications and a record of results.

Students who achieve at least one unit competency (but not the full qualification) will receive a Statement of Attainment.

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:

Students will be issued with a statement of attainment for any successfully completed units of competency

Any fees paid toward the program will be refunded on a pro rata basis.

DELIVERY MODES

The mode of delivery includes any combination of the following:

Face to face in a simulated workplace environment for required performance and knowledge evidence



Online for some components of training for knowledge evidence

In a classroom ('off the job') for some components of training for knowledge evidence

FEES

There is an Engineering subject levy of \$135 as part of this course.

ASSESSMENT

Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.

WORK PLACEMENT

Students are not required to complete work placement for this course.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Achievement of competence in units *MEM13014A Apply principles of occupational health and safety in a work environment*, *MSAPMSUP106A Work in a team*, *MEM16006A Organise and communicate information*, *MEM16008A Interact with computing technology*, *MSAENV272B Participate in environmentally sustainable work practices*, *MEM18001C Use hand tools* and *MEM18002B Use power tools/hand held operations* will provide credit towards a range of manufacturing and engineering trade and production qualifications.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other metal and engineering qualifications.

See other engineering qualifications at training.gov.au.



MILES STATE HIGH SCHOOL

RTO NUMBER: 30337

CPC20220: Certificate II in Construction Pathways

QUALIFICATION DESCRIPTION

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

ENTRY REQUIREMENTS

There are no formal qualification entry requirements.

Entry requirements for this program include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.
- Attend and participate in scheduled training and assessment.
- Participate in workplace tasks to employer expectations.
- Be able to work in an industry environment and handle industry standard equipment.
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Miles State High School.

COURSE UNITS

UNIT CODE	TITLE
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM10103	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCCM10011	Undertake basic estimation and costing
CPCCCM2004	Handle construction materials
CPCCCM2006	Apply basic levelling procedures
CPCCCA2002	Use carpentry tools and equipment
CPCCVE1002	Undertake a basic computer design project

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all units of competency will be awarded a Qualifications and a record of results.

Students who achieve at least one unit competency (but not the full qualification) will receive a Statement of Attainment.

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:

Students will be issued with a statement of attainment for any successfully completed units of competency

Any fees paid toward the program will be refunded on a pro rata basis.

DELIVERY MODES

The mode of delivery includes any combination of the following:

Face to face in a simulated workplace environment for required performance and knowledge evidence

Work experience in commercial work site — third party report

Online for some components of training for knowledge evidence

In a classroom ('off the job') for some components of training for knowledge evidence



FEES

There is a subject levy of \$135 as part of this course.

ASSESSMENT

Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.

WORK PLACEMENT

Students are not required to complete work placement for this course.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of construction tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a construction-related workplace.

Achievement of competence in some units will provide credit towards a range of construction trade and production qualifications.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other construction qualifications.

See other construction qualifications at training.gov.au.

MILES STATE HIGH SCHOOL

RTO NUMBER: 30337

AHC21216: Certificate II in Rural Operations

Qualification Description

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia. Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

COURSE UNITS

UNIT CODE	TITLE
AHCWHS201	Participate in work health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work effectively in industry
AHCWRK213	Participate in workplace communications
AHCMOM203	Operate basic machinery and equipment
AHCINF206	Install, maintain and repair farm fencing
AHCLSK202	Care for health and welfare of livestock
AHCLSK205	Handle livestock using basic techniques
AHCLSK211	Provide feed for livestock
TLID0020	Shift materials safely using manual handling methods
AHCPCM204	Recognise plants
AHCCFP301	Identify the effects of climate change as a factor in land management
AHCAGB302	Keep production records for a primary production business
AHCBIO303	Apply biosecurity measures
AHCWRK314	Monitor weather conditions
AHCLSK316	Prepare livestock for competition (optional)
AHCCHM201	Apply chemicals under supervision
CPCWHS1001	(optional) Prepare to work safely in the construction industry