YEAR 11 **2022**

YEAR 12 **2023**

For the ATAR pathway, five or six General subjects can be selected from the following groups:

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

Group B Choose a minimum of 2 and a maximum of 5 subjects:
Accounting; Ancient History; Biology; Chemistry; Chinese; Digital Solutions; Economics; French; Mathematical Methods; Modern History; Physics; Specialist Mathematics;

Group C Choose a minimum of 0 and a maximum of 2 subjects:
Design; Drama; General Mathematics; Geography; Legal Studies; Music; Physical Education; Visual Art;

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a C in one of four subjects: English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, L W L V Q R W P D Q G D W R U \ I R U D V W X G H included in the calculation of the ATAR.

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

Pathway option 2: Portfolio pathway
The portfolio pathway gives students qualifications that allow access to work, apprenticeship and study options. A wide variety of institutions, including universities and TAFE, publish information about VET courses they accept as entry qualifications. Students selecting the Portfolio pathway will be eligible for a QCE. Mrs Naomi Holley and Ms Elizabeth Johnston can assist girls in planning this pathway.

Group A Choose one subject:
English; English as an Additional Language

Group B Choose one Diploma:
Diploma of Business

Process for Online Subject Selection

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

1. Each student will receive an email with the information required for entering their subject preferences online. It is very important that this is completed by 4:00pm on Thursday, 17 June.

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

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

Senior Education Profile

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

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

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificateg 0.749 G [(-)] TJ ET Q q 0.00

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

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

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

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

Assessment

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

Units 3 and 4 assessments
Students complete a total of four summative assessments, three internal and one external, that count towards the overall subject result in each General subject.

The three summative internal assessments need to be endorsed by the QCAA before they are used in VFKRROV 6WXGHQWV· UHVXOWV LQ WKHVH DVVHVVPHQWV DUH confirmed results from internal assessment are combined with a single result from an external s31'1o 5 Tm 0.

QCAA Senior Syllabuses

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

Accounting

General Senior Subject

Accounting provides opportunities for students to develop an understanding of the essential role of

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – Short Response	34%	Formative internal assessment 2 (FIA2): Examination – Short Response	33%
		Formative internal assessment 3 (FIA3): Project	33%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination[3] combination response	25%	Summative internal assessment 3 (IA3): Project [3] cash management	25%
Summative internal assessment 2 (IA2): Examination[3] short response	25%	Summative external assessment (EA): Examination[3] short response	25%

Ancient History

General Senior Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination: short responses to historical sources	33%	Formative internal assessment 3 (FIA3): Examination: essay in response to historical sources	34%
Formative internal assessment 2 (FIA2): Investigation: independent source investigation	33%		

Summative assessments

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

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Data Test	10%	Formative internal assessment 3 (FIA3): Research Task	20%
Formative internal assessment 2 (FIA2): Student Experiment	20%	Formative internal assessment 4 (FIA4): Examination	50%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment (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			

Chemistry

General Senior Subject

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

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories,

Assessment

In Units 3 and 4 students complete four summative assessments. The results f(es)4 Tf 1( )-36(9ndb)16(s ET

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Examination – Short Response to Stimulus	

Design

General Senior Subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem

Year

Digital Solutions

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Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Investigation	25%	Formative internal assessment 3 (FIA3): Project	50%
Formative internal assessment 2 (FIA2): Exam	25%	Formative internal assessment 4 (FIA4): Examination	25%

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Investigation – technical proposal	

Drama

General Senior Subject

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

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of G U D P D G H Y H O R S V V W X G H Q W V · N Q R Z O H G J H V N L O O V responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

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

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

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

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments. The results fo Th TJ Eoo

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – Combination Response	33%	Formative internal assessment 3 (FIA3): Examination – Extended Response to Stimulus	34%
Formative internal assessment 2 (FIA2): Investigation – Research Report	33%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination³ combination response	25%	Summative internal assessment 3 (IA3): Examination³ extended response to stimulus	25%
Summative internal assessment 2 (IA2): Investigation³ research report	25%	Summative external assessment (EA): Examination³ combination response	25%

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	Texts and culture Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	Textual connections Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	Close study of literary texts Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination – analytical written	25%	Formative internal assessment 3 (IA3): Extended response: persuasive spoken	25%
Formative internal assessment 2 (IA2): Extended response – written response	25%	Formative internal assessment (IA4): Extended response: imaginative written response	25%

Summative assessments

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

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

French

General Senior Subject

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to

Geography

General Senior Subject

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Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – combination response	25%	Formative internal assessment 3 (FIA3): Examination – combination response	25%
Formative internal assessment 2 (FIA2): Investigation report	25%	Formative internal assessment 4 (FIA4): Investigation – Field report	25%

Summative assessments

Unit 3	Unit 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).

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	25%	Formative internal assessment 3 (FIA3):	25%
Examination – analytical written response		Extended response: imaginative written response	

Mathematical Methods

General Senior Subject

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Statistics.

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

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

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

Pathways
A course of study in Mathematical Methods can establish a basis for further education and employment in

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	20%		
Formative internal assessment 2 (FIA2): Examination	30%	Formative internal assessment 4 (FIA4): Examination	50%

Summative assessments

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

Modern History

General Senior Subject

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

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

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

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

Pathways
A course of study in Modern History can establish a basis for further education and employment in the fields of histor

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – short responses to historical sources	33%	Formative internal assessment 3 (FIA3): Examination – essay in response to historical sources	34%
Formative internal assessment 2 (FIA2): Investigation: historical essay based on research	33%	Formative internal assessment 4 (FIA4): Investigation: independent source investigatio	

Summative assessments

Unit 3		Unit 4
Summative internal assessment 1 (IA1): Examination – essay in response to historical sources	25%	Summative internal assessment 3 (IA3):

Music

General Senior Subject

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

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

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

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

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

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Performance	

Music Extension (Composition, Musicology or Performance S

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).

Year

Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – combination response	25%	Formative internal assessment 3 (FIA3): Project – folio	30%
Formative internal assessment 2 (FIA2): Project – folio	25%	Formative internal assessment 4 (FIA4): Investigation report	20%

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project - Folio	25%	Summative internal assessment 3 (IA3): Project – folio	30%
Summative internal assessment 2 (IA2): Investigation – Report	20%	Summative external assessment (EA): Examination – Combination response	25%

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 150. Students will also receive an overall subject result (A – E).

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Data Test	10%	Formative internal assessment 3 (FIA3): Research Task	20%
Formative internal assessment 2 (FIA2): Student Experiment	20%	Formative internal assessment 4 (FIA4): Examination	50%

Summative assessments

Unit 3		Unit 4
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research > BD(t)90 G W* n /P <<m 0 G t4

Assessment

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

Unit 1	Unit 2
Formative internal (A	

Visual Art

General Senior Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual arts in and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experience. V D Q G X Q G H U V W D Q G L Q J V R I W K H L U R Z Q D Q

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

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

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

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

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

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Assessment
In Units 3 and 4