



**AUSTRALIAN
INTERNATIONAL
ISLAMIC COLLEGE**

2023-2024

Senior Handbook



PRINCIPAL'S MESSAGE

Welcome to your first year of Senior Secondary. You are at a very exciting stage, where you will come across new opportunities and challenges.

It is very important that students engage in discussions with their parents/guardians, teachers and the guidance counsellor who can assist with the process of subject selections.

Our teachers and staff are committed to:

- Guiding students to choose the best learning pathway
- Meeting all curriculum and assessment requirements
- Assisting students to work to their full potential
- Providing parents with the opportunity to become involved in their child's choices and keep them well informed.

Student Expectations:

We have a high expectation of our Senior students and regard them as responsible young adults who are expected to be committed to give off their very best. Senior students are encouraged to demonstrate the following attributes:

- Engagement in their studies
- Enthusiasm for learning
- Motivation to make the most of the opportunities offered
- To be accountable and responsible for one's own actions.

The courses in this handbook will be offered for 2023/24, and are dependent on student numbers. It is important that students meet deadlines for submission and that they are clear and decisive about the choices they have made.

Further course counselling may be offered to some students who may need more assistance when making subject choices.

It is the goal of the college to offer each student a challenging and rewarding program and pathway of study to develop to his/her best potential.

I wish all students every success in their Senior schooling.

Andrew Taylor

Principal

TABLE OF CONTENTS

INTRODUCTION.....	1
COURSE OF STUDY	9
ENGLISH.....	10
ENGLISH AS AN ADDITIONAL LANGUAGE	12
ESSENTIAL ENGLISH	125
GENERAL MATHEMATICS.....	18
MATHEMATICAL METHODS.....	21
SPECIALIST MATHEMATICS.....	24
ESSENTIAL MATHEMATICS.....	27
CHEMISTRY	31
PHYSICS.....	33
BIOLOGY.....	36
DIGITAL SOLUTIONS.....	38
ENGINEERING.....	40
BUSINESS.....	42
ACCOUNTING.....	44
LEGAL STUDIES.....	46
HEALTH	48
VISUAL ARTS IN PRACTICE	50
ANCIENT HISTORY.....	52
PHYSICAL EDUCATION.....	55
STUDY OF RELIGION	57
SOCIAL AND COMMUNITY STUDIES	59
VOCATIONAL AND TERTIARY COURSES.....	61
SUBJECT SELECTION FORM.....	62
SENIOR SECONDARY ACADEMIC POLICY	63

INTRODUCTION

The introduction of the new Queensland Certificate of Education (QCE) system is the most significant change to senior curriculum and assessment in Queensland since the early 1970s. The new system responds to the recommendations of the Queensland Review of Senior Assessment and Tertiary Entrance, conducted by the Australian Council for Educational Research (ACER), and reflects the Queensland Government position on senior curriculum and assessment. The QCAA is developing a robust set of integrated resources, processes and procedures that enable valid and reliable assessment. The broader purpose is to prepare young people for the exciting work, training and further learning opportunities emerging in the 21st century. The system is underpinned by:

- new and redeveloped syllabuses
- processes that strengthen the quality and comparability of school-based assessment
- external assessment in General subjects.

WHAT IS THE QCE?

The QCE is an internationally recognised senior schooling qualification. For a Queensland Year 12 graduate, receiving a QCE signifies academic and personal achievement. To be awarded a QCE, a student must complete a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. The new QCE system will continue to offer students flexibility in what they learn, and when and where learning occurs. Students will have a wide range of learning options including General and Applied subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

QCE Requirement:

As well as meeting the below requirements, students must have an open learning account before starting the QCE and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

1. Set amount

20 credits from contributing courses of study, including:

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

2. Set pattern

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

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

3. Set standard

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

4. Literacy and Numeracy

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

QCE literacy and numeracy requirement

The QCE literacy and numeracy requirements meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3. This national framework describes the five core skills of learning, reading, writing, oral communication and numeracy. The framework is used to describe core skills relevant to the workplace and employment, and tailor approaches to teaching and learning.

The literacy and numeracy requirements can be met through a range of options, as outlined in the following table

Courses of study	Literacy	Numeracy	Set standard
General or Applied subjects	QCAA General or Applied English subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> • English • English & Literature Extension • English as an Additional Language • Literature • Essential English 	QCAA General or Applied Mathematics subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair: <ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics • Essential Mathematics 	Satisfactory completion in Unit 1 or Unit 2 or A grade of C or better in a Unit 3 and 4 pair
Short Courses	QCAA Short Course in Literacy	QCAA Short Course in Numeracy	Grade of C or better
Vocational education and training (VET)	FSK20113 Certificate II in Skills for Work and Vocational Pathways	FSK20113 Certificate II in Skills for Work and Vocational Pathways	Completion of qualification
Senior External Examination	Senior External Examination: QCAA English subject	Senior External Examination: QCAA Mathematics subject	Grade of C or better

Core credit

College reports students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table below). Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE.1 A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair

QCE credit allocation for Core courses: General and Applied subjects:

General & applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Unit 3 & 4	Grade of C or better	2

Maximum credit available		4
Extension subjects	Set standard	QCE credits
Unit 3 & 4	Grade of C or better	2

WHAT IS ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers.

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

ATAR eligibility:

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

OR	
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) or Certificate III

OR	
	or Certificate IV or Diploma or Advanced diploma

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed), or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

TERTIARY ENTRANCE REQUIREMENTS

New requirements starting with Year 12 students in 2020.

- The QCAA will no longer issue Tertiary Entrance Statements.
- The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 0.00 and 99.95. ATARs increase in increments of 0.05.
- The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs from students' results using a process of inter-subject scaling.
- An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency-based VET certificate at a level III or above.
- Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR. However, a student's result in English will only contribute to their ATAR if it is one of their five best subject results.

Tertiary entrance processes

- QTAC will be responsible for tertiary entrance in Queensland.
- The ATAR, calculated by QTAC, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland.
- QTAC will no longer operate schedules for ranking students who are ineligible for an ATAR.

What will be different about senior assessment?

A system of 100% school-based assessment has operated in Queensland for more than 40 years.

In the new system, subject results will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

This is fewer assessments than students currently complete — emphasising quality over quantity.

In the new system, the external assessment results will generally contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%. The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result.

The new system will keep all the qualities inherent in school-based assessment while introducing greater consistency and the transparency of common assessments that are sat by students at all schools.

About Assessment in General subjects

Assessment continues to play an integral role in improving learning and informing teaching in the new Queensland Certificate of Education (QCE) system. In General subjects, senior students' learning will be assessed using three assessment instruments developed by schools (internal) and one subject-specific state-wide external assessment instrument. These instruments will be mapped to unit objectives. Schools will develop internal assessment instruments based on the syllabuses and these will then be approved by QCAA. Teachers will mark student responses to an internal assessment using an instrument-specific marking guide (ISMG) provided by QCAA. Comparability of those student results will be achieved through a process called Confirmation. QCAA will check the accuracy and reliability of a school's marking by selecting samples of student responses and matching them to the ISMG for each of the assessments. External assessment instruments will be developed by QCAA and all Queensland students in the relevant subject will sit it at the same time.

Assessment planning

In General subjects, teachers and schools will ensure that assessment programs for Units 1 and 2:

- assess each unit objective at least once
- provide at least two, but no more than four, assessments
- provide at least one assessment for each unit
- consider the suggested assessment information outlined in Units 3 and 4 that will most effectively assess the unit objectives
- provide opportunities for students to experience and respond to the types of assessment they will encounter in Units 3 and 4
- consider the assessment guidance in the syllabus.

Assessment instruments

In General subjects, teachers and schools will ensure that assessment instruments for Units 1 and 2: • are aligned with the attributes of quality assessment and reflect the principles of quality assurance

- assess all the unit objectives or are part of a set of instruments that assess all the unit objectives
- contextualise the unit objectives to suit the subject matter and assessment technique chosen
- contain questions, items and/or activities that
 - are timed to reflect the developmental stage of the course
 - use the appropriate language level
 - where required, use sources or stimulus materials that are clear and appropriate to the task
 - provide clear instructions so that students understand what is required of them
 - provide opportunities for students to demonstrate the identified objectives
 - where appropriate, use the conditions of similar tasks offered in Units 3 and 4
- provide students with appropriate time and resources to complete the task.

Summative assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

Summative internal assessment — instrument-specific standards

This syllabus provides instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each instrument-specific standards group assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment. In Career Education, the following criteria are used:

- Knowledge and understanding
- Analysis and application
- Communication
- Learning.

About external assessment

In the new system, the assessment program for all General subjects will include external assessment that 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.

External assessment will be conducted annually in term 4. The external assessment result will form part of the final subject result for students in conjunction with their three internal assessment results. The external assessment result will not be used to scale the internal assessment result.

In General Mathematics and Science subjects, the external assessment component will **contribute 50%** to a student's final subject result. In all other General subjects it will **contribute 25%**.

The external assessment for General Mathematics, Science, Arts, Language and Music Extension subjects will assess subject matter from **Units 3 and 4**. For all other General subjects it will assess subject matter from **Unit 4**. Schools will be able to prepare their students for the assessment by teaching the subject matter specified in the syllabus.

External assessment process

The QCAA will engage teams of assessment writers with expert curriculum knowledge to develop external assessment instruments. Each external assessment will be subject to rigorous quality assurance from panels of Queensland teachers, academics and subject experts. Teachers will be encouraged to complete the required training and to apply for roles as assessment writers or scrutiny panel members.

It is important that students are given every opportunity to perform at their best in the external assessments. Mock, or practice, assessments for each subject will be released well in advance of the first external assessments. Students and teachers will be able to use these as resources to prepare for the external assessment. Mock assessments will be developed using the same rigorous processes as actual external assessments. In the future, students and teachers will be able to access past papers to assist in the preparation for external assessment. Marking of external assessment will **be undertaken by teachers from around Queensland** who have successfully completed the marker accreditation

process and comprehensive training specific to each instrument. Marking of external assessment will be subject to extensive checking and cross-marking to ensure consistency and reliability.

The assessment schedule will be released in **the year prior to external assessment sittings**. QCAA will aim to minimise the chance of multiple sittings occurring on the same day; however students may be required to sit two external assessments in one day. Rescheduling will not be possible for avoidable issues, or because a student is not happy with their schedule.

Special provisions will enable equal access to assessment for all students with disability or those who experience misadventure. No student will be disadvantaged or advantaged through the use of special provisions. The QCAA is currently working with stakeholders and educational, legal and medical professionals to develop special provision policy and procedures prior to implementation.

Feedback and reporting

In Units 1 and 2, each assessment instrument will allow clear and explicit judgments using criteria that:

- describe how well students demonstrate the unit objectives
- provide the basis for feedback to students
- describe the evidence across the range of possible student responses. Formats for making judgments may vary according to the course and assessment type, and could include answers, solutions and/or performance-level descriptors. For the most up-to-date information on the new QCE system, visit the QCAA website: www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

International students

International students studying the Queensland secondary system who have fulfilled the requirements for an ATAR will receive an ATAR based on their results.

TYPES OF SUBJECTS

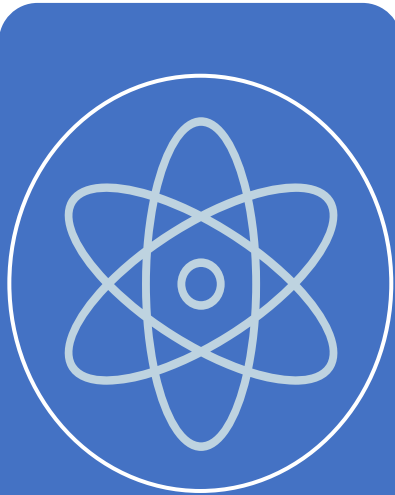
There are 2 types of subjects QCAA is offering besides VET/tertiary courses.

- General subjects
- Applied subjects and

List of subjects offering for 2023/24:

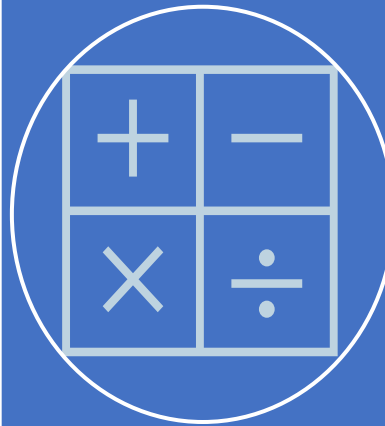
SUBJECT OFFERINGS FOR 2022/23		
English	English as an Additional Language	Essential English
General mathematics	Mathematical Methods	Essential Mathematics
Business	Digital solutions	Physics
Chemistry	Legal studies	Engineering
Biology	Accounting	Study of Religion
Visual Arts in Practice	Physical Education (Carrara campus only)	Ancient History
Islamic Studies	Cert 3 Sport and Recreation (Durack campus only)	VET/Tertiary Courses
Social and Community Studies	Health (Durack campus only)	Economics

Possible Pathways



ATAR/QCE

**Choose
5 General
Subjects**



ATAR/QCE

**4 General Subjects
+
1 Applied subject
(Any applied
subject or a VET
course)**



NO ATAR
Gives QCE

Choose ONLY
applied subjects

← ATAR Pathway allows you to study at the University right after Year 12. →

A delayed pathway to university.

COURSES OF STUDY

ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE

ESSENTIAL ENGLISH

GENERAL MATHEMATICS

MATHEMATICAL METHODS

ESSENTIAL MATHEMATICS

CHEMISTRY

PHYSICS

BIOLOGY

ENGINEERING

DIGITAL SOLUTIONS

BUSINESS

ACCOUNTING

LEGAL STUDIES

HEALTH

VISUAL ARTS IN PRACTICE

ANCIENT HISTORY

PHYSICAL EDUCATION

STUDY OF RELIGION

SOCIAL AND COMMUNITY STUDIES

VOCATIONAL AND TERTIARY

ENGLISH

Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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 texts 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.

Pathways

English 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 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.

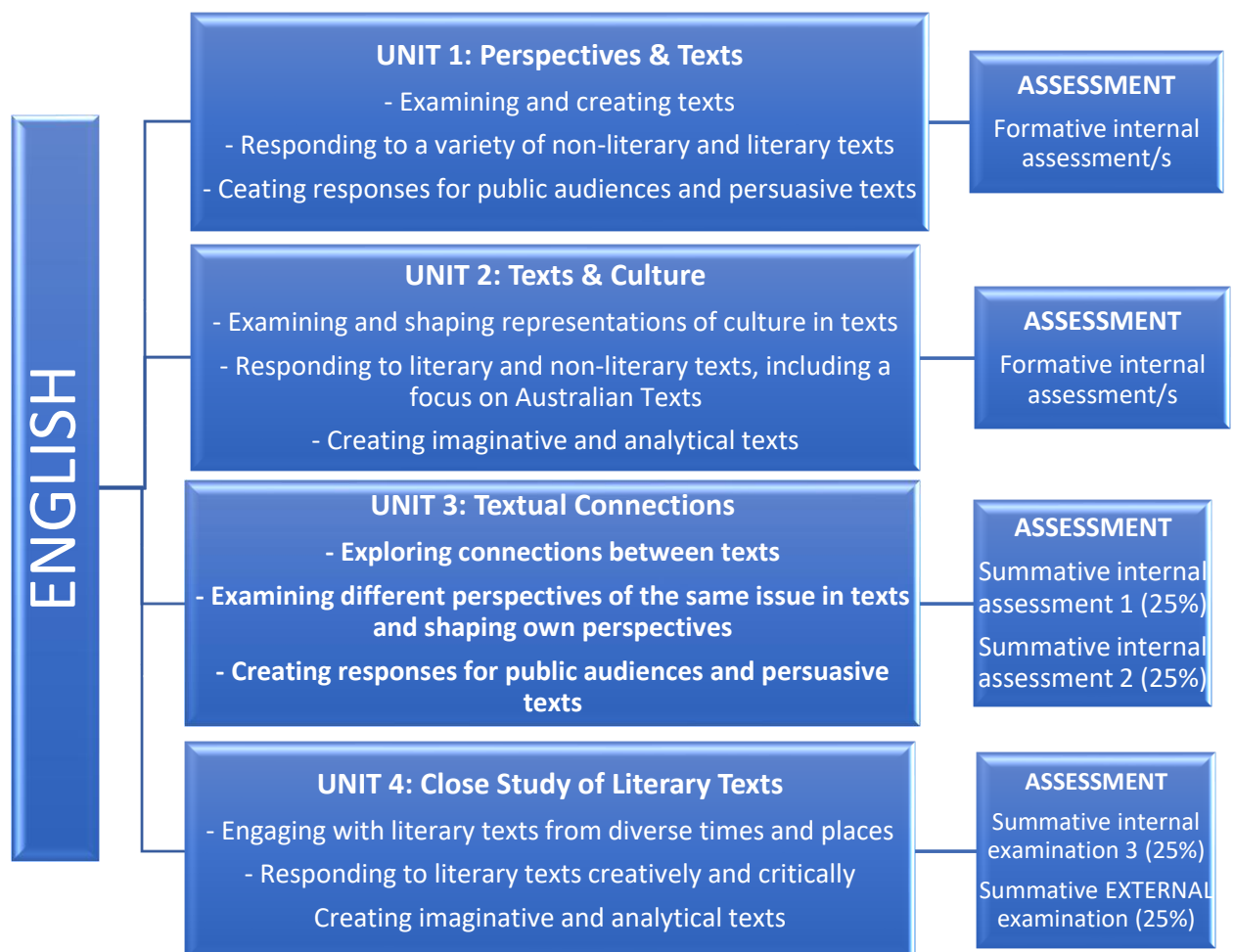
Course Structure

English 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.

The figure below outlines the structure of this course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



ENGLISH AS AN ADDITIONAL LANGUAGE

Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- the development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- the skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- 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 a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

This syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

Eligibility

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

- Aboriginal students and Torres Strait Islander students for whom Standard Australian English (SAE) is not the first or home language/dialect
- students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language
- those who enter senior schooling with:
 - not more than a total of five years of full-time schooling where the medium of instruction is English
 - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
 - varying exposure to English, but who have had disrupted education in one or more countries, including Australia
 - some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia.

Schools are best placed to identify and confirm the eligibility of students undertaking this subject.

This syllabus is incompatible with the following English senior syllabuses: English, Literature, English & Literature Extension.

Pathways

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

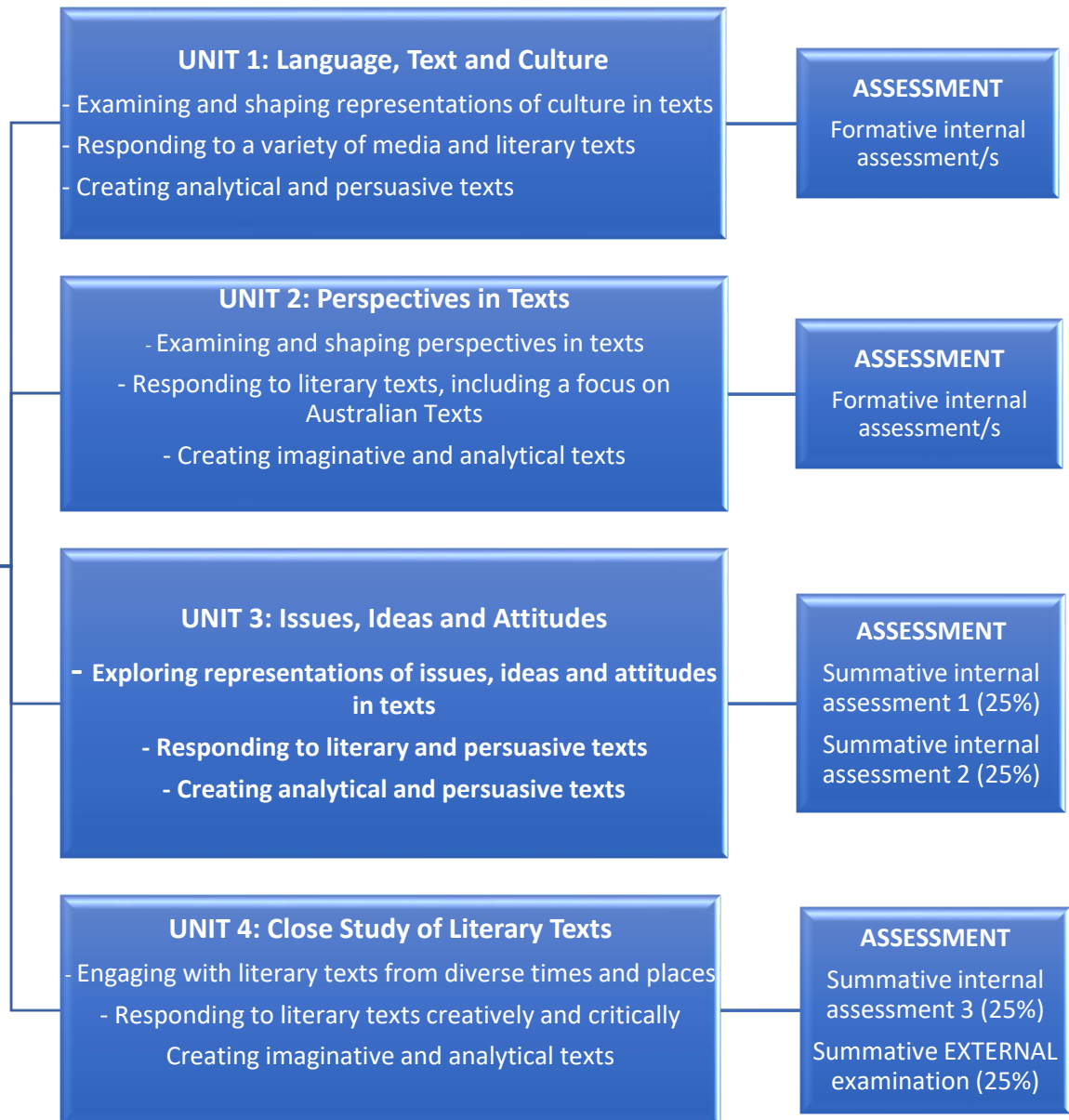
Course Structure

English as an Additional Language 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.

ENGLISH AS AN ADDITIONAL LANGUAGE



ESSENTIAL ENGLISH

Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use varies according to context, purpose and audience, content, modes and mediums and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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:

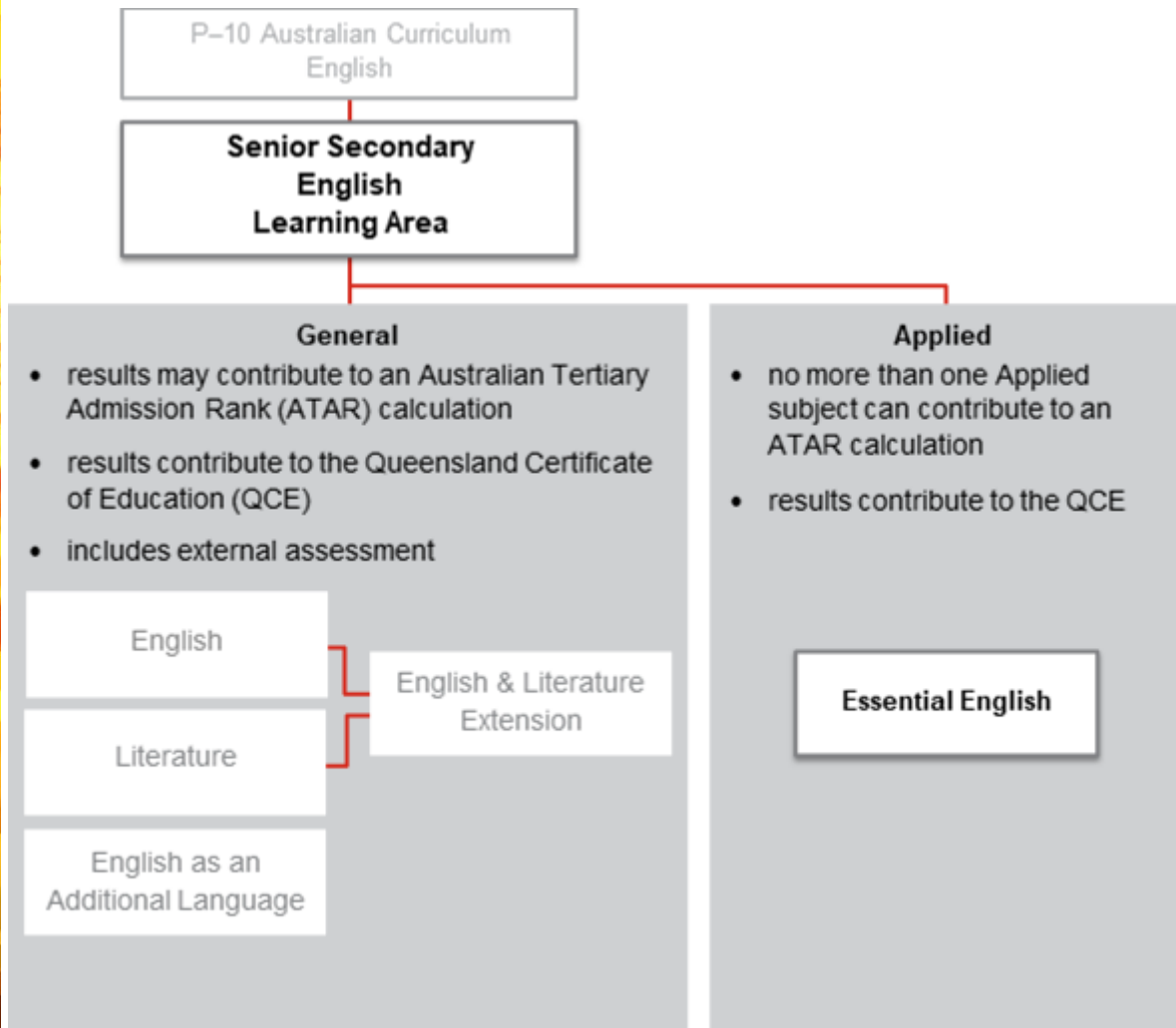
- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies 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 the language they engage with positions 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

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

Learning Structures

All learning areas build on the P–10 Australian Curriculum. Following figure shows the learning area structure.



Course structure

Essential English 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.

Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Following figure shows the course structure.

Essential English

Unit 1 Language that works

- Responding to a variety of texts used in and developed for a work context
- Creating multimodal and written texts

Assessment

Formative internal assessment/s

Unit 2 Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences
- Creating spoken and written texts

Assessment

Formative internal assessment/s

Unit 3 Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

Assessment

Summative internal assessment 1:

Extended response
— spoken/signed response

Summative internal assessment 2:
Common internal assessment

Unit 4 Representations and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identities, places, events and concepts

Assessment

Summative internal assessment 3:

Extended response
— multimodal response

Summative internal assessment 4:
Extended response
— written response

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

GENERAL MATHEMATICS

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

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.

Assumed knowledge, prior learning or experience

Assumed knowledge refers to the subject matter that teachers can expect students to know prior to beginning each unit. Emphasis is placed on the mastery of content, ensuring key concepts or procedures are learnt fully so they will not need reteaching.

Developing mastery often involves multiple approaches to teaching and conceptualising the same mathematical concept. When students have a good understanding of a key concept or procedure, they are more easily able to make connections to related new subject matter and apply what they already know to new problems.

Subject matter from previous unit/s is assumed for subsequent unit/s.

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

- solve a range of problems using percentages, rates and ratios, surface area and volume, Pythagoras' theorem, simple algebraic fractions, linear and quadratic equations
- understand the connection between algebraic and graphical representations, using appropriate technology when necessary
- calculate and compare measures of central tendency (mean, median and mode) and measures of spread; determine quartiles, interquartile range (IQR) and range

- construct and interpret box plots and use them to compare datasets; compare shapes of box plots to corresponding histograms and dot plots
- use scatter plots to investigate and comment on relationships between two numerical variables
- understand bivariate numerical data where the independent variable is time
- solve right-angled triangle problems, using trigonometric ratios
- solve simultaneous equations
- construct back-to-back stem-and-leaf plots and histograms
- solve linear equations
- understand the difference between numerical and categorical variables
- solve basic problems involving simple and compound interest.

Pathways

General Mathematics 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 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.

Course structure

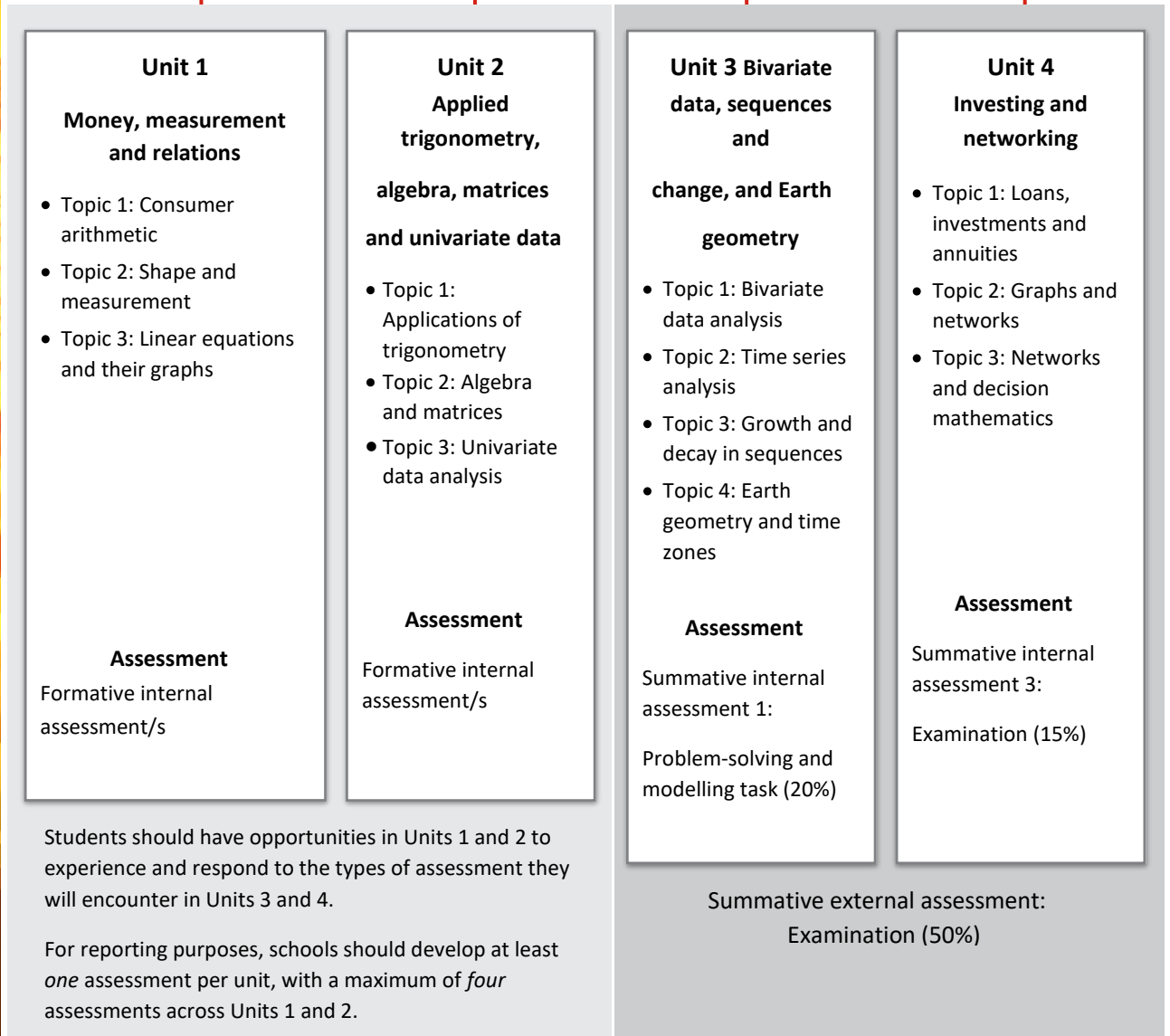
General Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

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. Following figure outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

General Mathematics



MATHEMATICAL METHODS

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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.

Assumed knowledge, prior learning or experience

Assumed knowledge refers to the subject matter that teachers can expect students to know prior to beginning this subject. Emphasis is placed on the mastery of content, ensuring key concepts or procedures are learnt fully so they will not need reteaching.

Developing mastery often involves multiple approaches to teaching and conceptualising the same mathematical concept. When students have a good understanding of a key concept or procedure, they

are more easily able to make connections to related new subject matter and apply what they already know to new problems.

Subject matter from previous unit/s is assumed for subsequent unit/s.

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

- factorise, expand and simplify algebraic expressions including monic quadratic expressions using a variety of strategies
- apply the four operations to simple algebraic fractions with numerical denominators
- substitute values into formulas to determine an unknown
- solve problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions
- recall the equation of a line in the form $y=mx+c$
- determine if lines are parallel or perpendicular lines, including $m_1=m_2$ and $m_1m_2=-1$
- explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- solve simple quadratic equations using a range of strategies
- solve linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- solve linear inequalities and graph their solutions on a number line
- solve right-angled triangle problems using trigonometric skills
- describe the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- obtain simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- use scatterplots to investigate and comment on relationships between two numerical variables
- investigate and describe bivariate numerical data where the independent variable is time
- translate word problems to mathematical form.

Pathways

Mathematical Methods 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 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.

Course structure

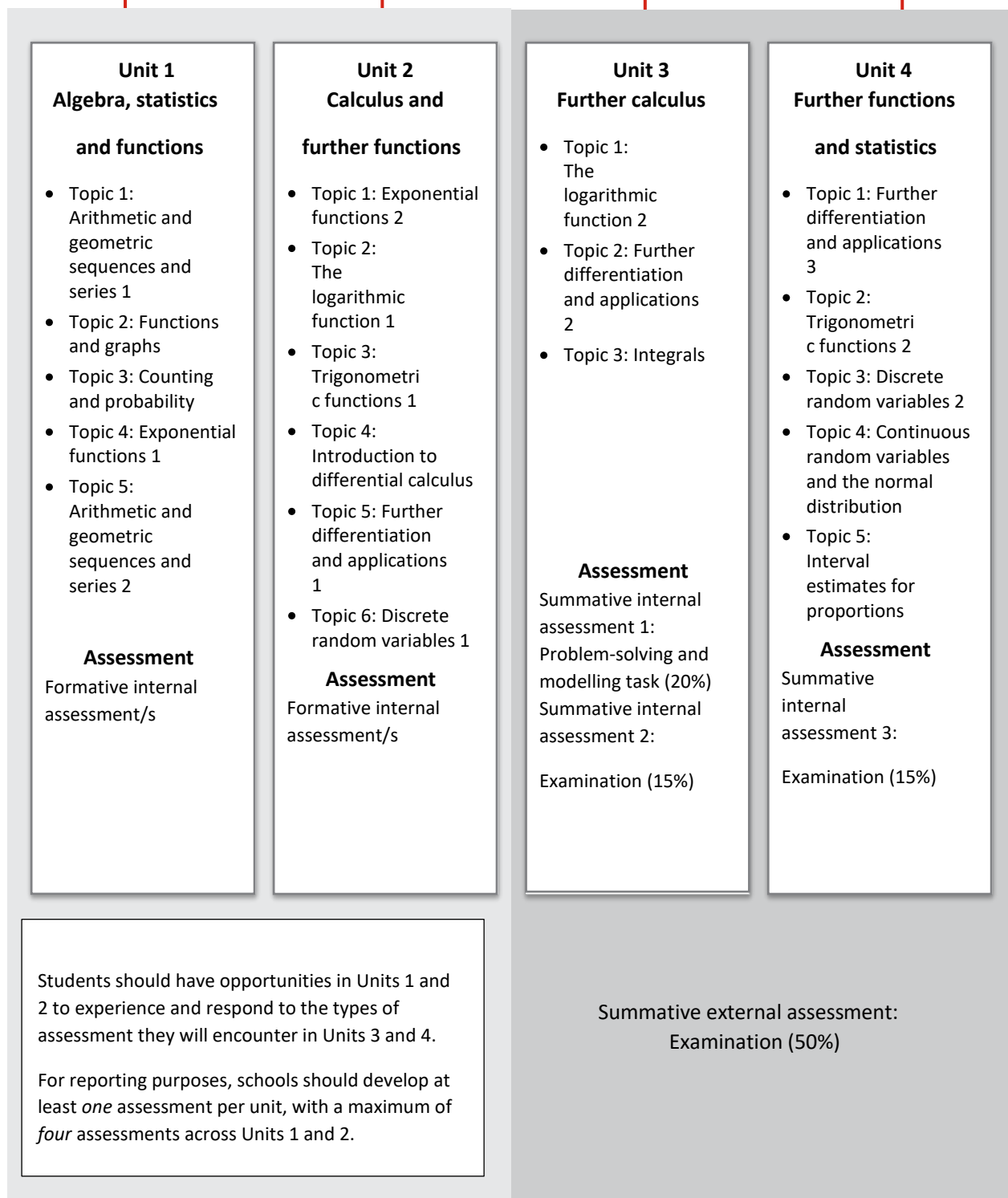
Mathematical Methods is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

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. Following figure outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Mathematical Methods



SPECIALIST MATHEMATICS

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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.

Assumed knowledge, prior learning or experience

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

Assumed knowledge refers to the subject matter that teachers can expect students to know prior to beginning this subject. Emphasis is placed on the mastery of content, ensuring key concepts or procedures are learnt fully so they will not need reteaching.

Developing mastery often involves multiple approaches to teaching and conceptualising the same mathematical concept. When students have a good understanding of a key concept or procedure, they are more easily able to make connections to related new subject matter and apply what they already know to new problems.

Subject matter from previous unit/s is assumed for subsequent unit/s.

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

- describe the results of two- and three-step chance experiments
- determine probabilities of events
- substitute values into formulas to determine an unknown
- solve right-angled triangle problems
- describe, interpret and sketch hyperbolas and circles
- translate word problems to mathematical form
- factorise, expand and simplify algebraic expressions, including monic quadratic expressions using a variety of strategies
- apply the four operations to simple algebraic fractions with numerical denominators.

Recommended knowledge

Recommended knowledge refers to the subject matter from the Year 10A Australian Curriculum that will enhance students' understanding of this subject's foundational content.

The following is a non-exhaustive list of recommended knowledge from the Year 10A Australian Curriculum:

- rational and irrational numbers
- properties of circles
- trigonometry
- sketching functions
- factor and remainder theorem.

Pathways

Specialist Mathematics 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 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.

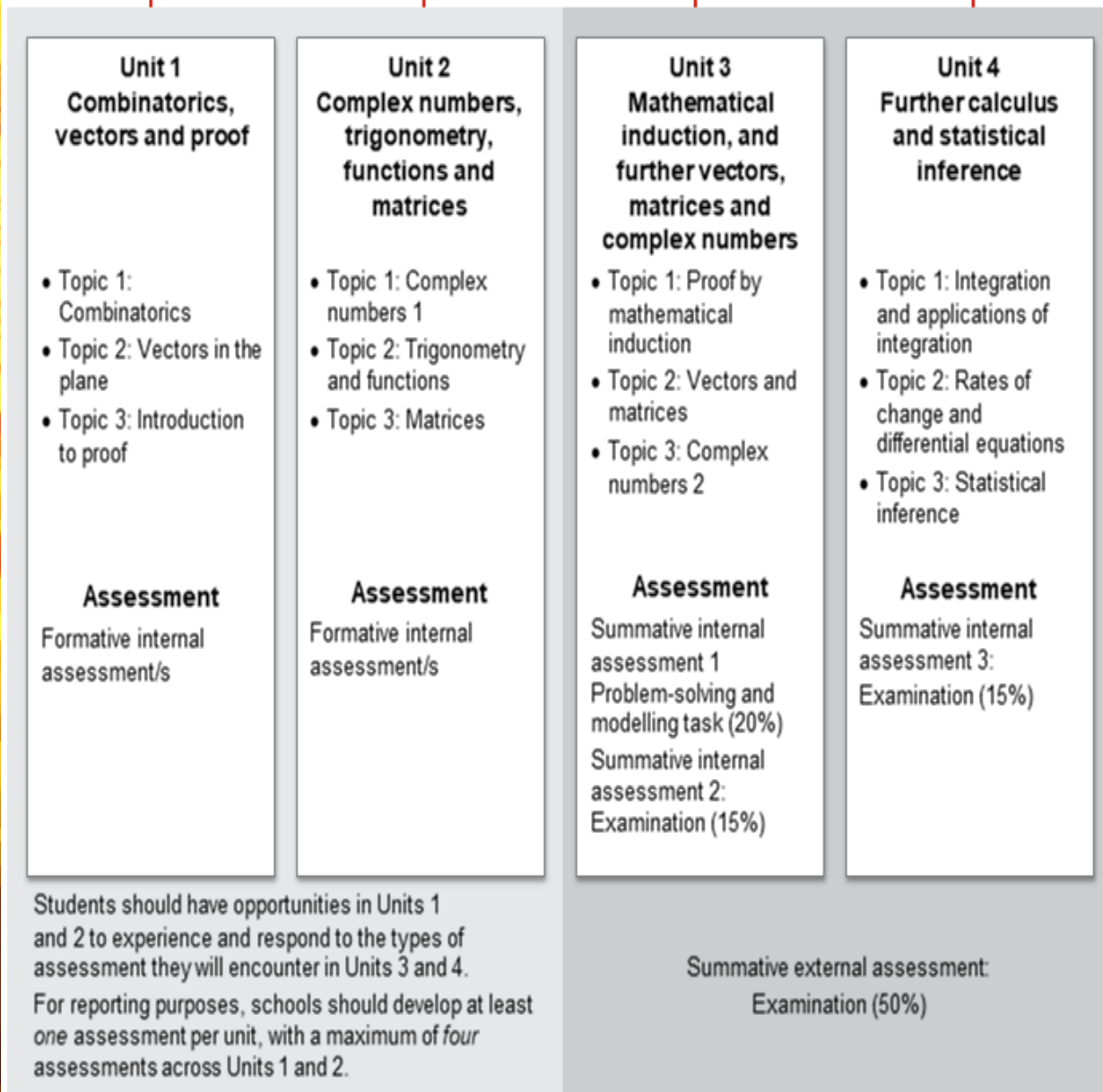
Course structure

Specialist Mathematics 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. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Specialist Mathematics



ESSENTIAL MATHEMATICS

Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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.

Assumed knowledge, prior learning or experience

Assumed knowledge refers to the subject matter that teachers can expect students to know prior to beginning this subject. Emphasis is placed on the mastery of subject matter, ensuring key concepts or procedures are learnt fully so they will not need reteaching.

Developing mastery often involves multiple approaches to teaching and conceptualising the same mathematical concept. When students have a good understanding of a key concept or procedure,

they are more easily able to make connections to related new subject matter and apply what they already know to new problems.

Subject matter from previous unit/s is assumed for subsequent unit/s.

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

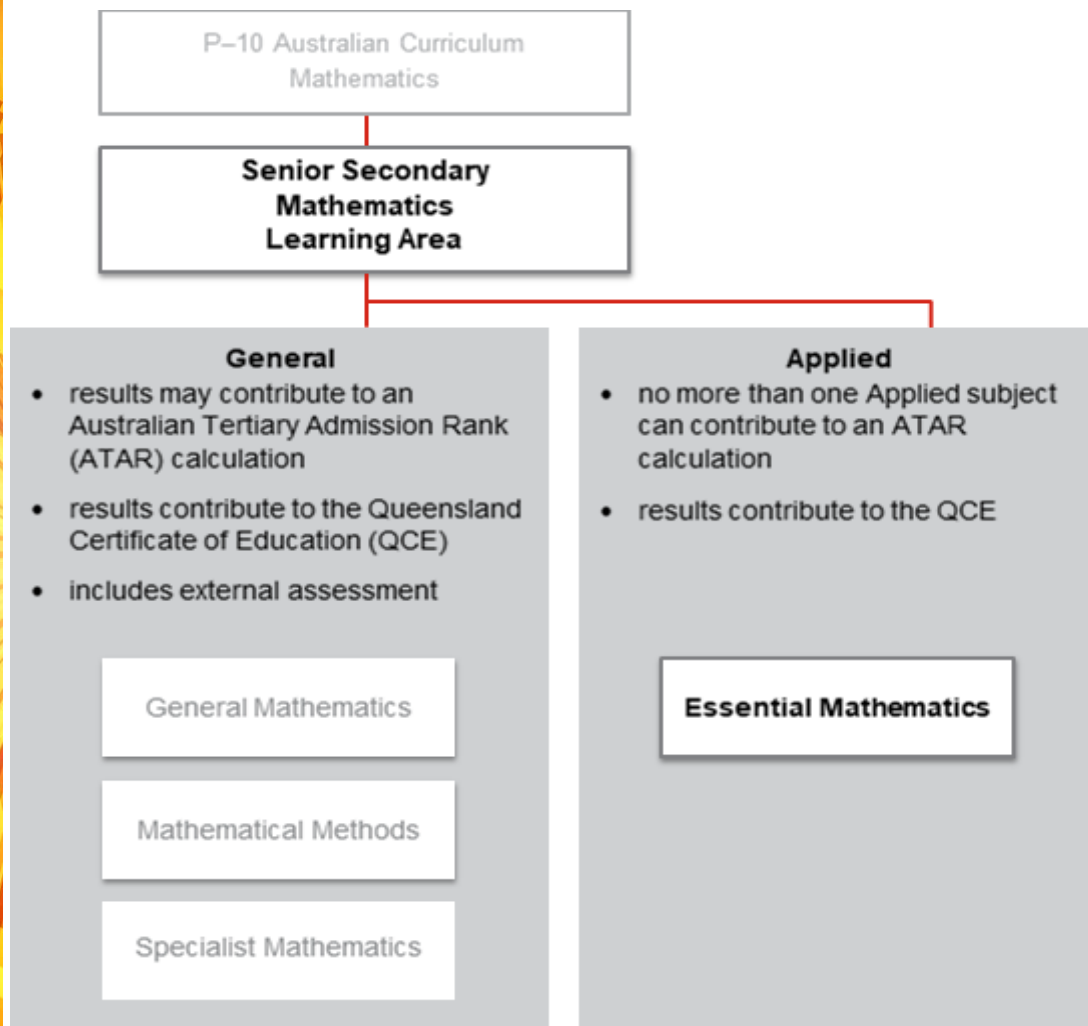
- recall concepts of number and its operations, percentages, money, rates and ratios
- read and use graphs and scales
- recall concepts of probability, data collection and statistical data representations
- use a scientific calculator and other technology, where appropriate
- substitute numbers into formulas
- translate word problems to mathematical form.

Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 will 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.

Learning area structure

All learning areas build on the P–10 Australian Curriculum. Following figure shows the learning area structure.



Course structure

Essential Mathematics 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.

Students who complete this course of study with a grade of C or better will meet the numeracy requirement for QCE and should also be able to demonstrate numeracy competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

Subject matter that is denoted by '[complex]' is considered to be complex and indicates alignment to ACSF Level 4 or higher. All other subject matter is considered to be simple and indicates alignment to ACSF Level 3.

Students who demonstrate attainment of simple subject matter only will be able to achieve a maximum of a C grade overall. Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Following figure shows the course structure.

Essential Mathematics

Unit 1 Number, data and graphs

- Fundamental topic: Calculations
- Topic 1: Number
- Topic 2: Representing data
- Topic 3: Graphs

Assessment

Formative internal assessment/s

Unit 2 Money, travel and data

- Fundamental topic: Calculations
- Topic 1: Managing money
- Topic 2: Time and motion
- Topic 3: Data collection

Assessment

Formative internal assessment/s

Unit 3 Measurement, scales and data

- Fundamental topic: Calculations
- Topic 1: Measurement
- Topic 2: Scales, plans and models
- Topic 3: Summarising and comparing data

Assessment

Summative internal assessment 1: Problem-solving and modelling task

Summative internal assessment 2: Common internal assessment

Unit 4 Graphs, chance and loans

- Fundamental topic: Calculations
- Topic 1: Bivariate graphs
- Topic 2: Probability and relative frequencies
- Topic 3: Loans and compound interest

Assessment

Summative internal assessment 3: Problem-solving and modelling task

Summative internal assessment 4: Examination

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

CHEMISTRY

Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Tertiary study in any field will be aided by the transferable skills developed in this senior Science subject. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence, will be carried forward into all aspects of life beyond the classroom.

The purpose of senior Science subjects in Queensland is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

In each of the senior Science subjects, students will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understanding of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

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.

Assumed knowledge, prior learning or experience

The Australian Curriculum: Science P–10 is assumed knowledge for this syllabus.

Pathways

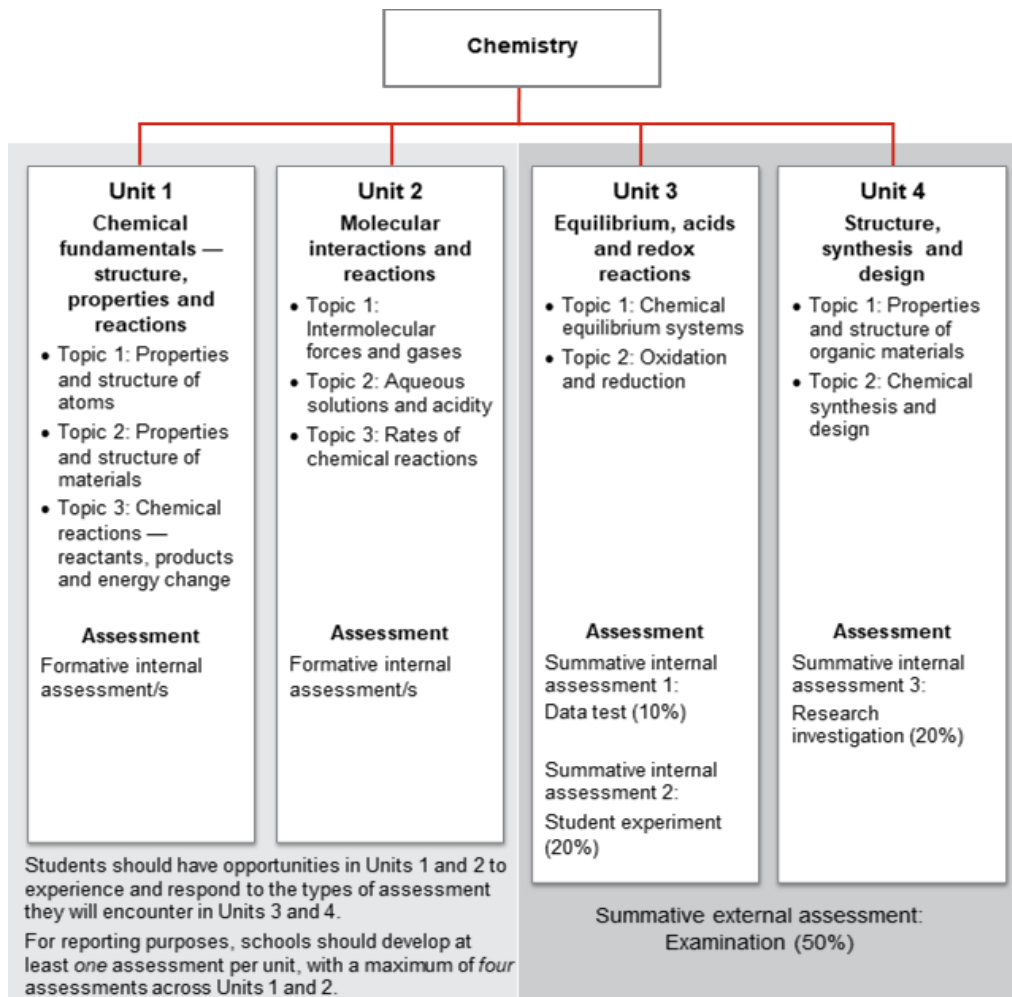
Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science,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

Course structure

Chemistry 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 Units 3 and 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



PHYSICS

Rationale

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Tertiary study in any field will be aided by the transferable skills developed in this senior Science subject. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence will be carried forward into all aspects of life beyond the classroom.

The purpose of senior Science subjects in Queensland is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

In each of the senior Science subjects, students will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understandings of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

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.

Assumed knowledge, prior learning or experience

The P–10 Australian Curriculum: Science is assumed knowledge for this syllabus.

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.

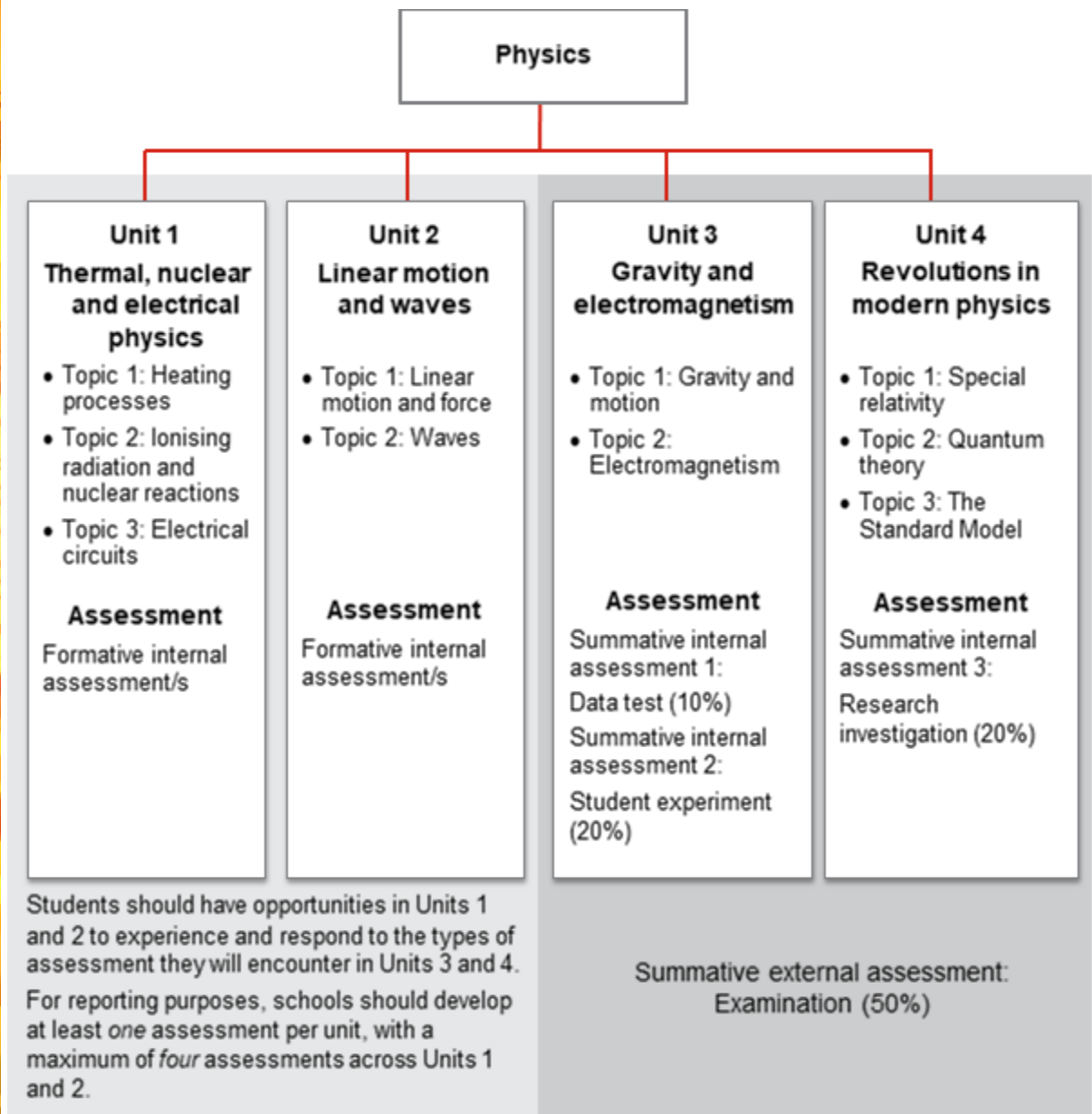
Course structure

Physics 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 Units 3 and 4.

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

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



BIOLOGY

Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Tertiary study in any field will be aided by the transferable skills developed in this senior Science subject. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence, will be carried forward into all aspects of life beyond the classroom.

The purpose of senior Science subjects in Queensland is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

In each of the senior Science subjects, students will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understandings of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

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.

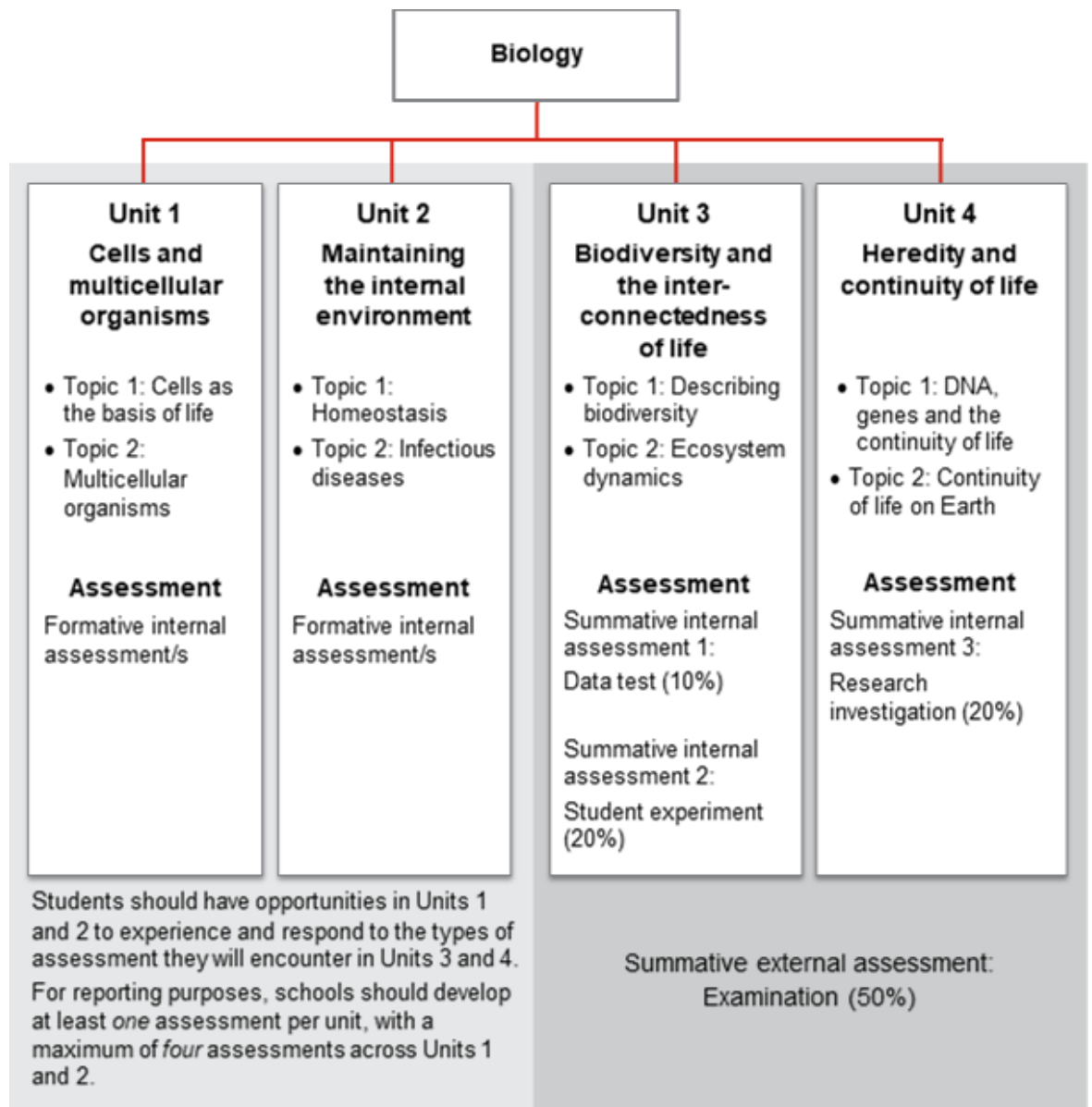
Course structure

Biology 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 Units 3 and 4.

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

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



DIGITAL SOLUTIONS

Rationale

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

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

Learning in Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are developed using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

Assumed knowledge, prior learning or experience

Students will have prior knowledge of the Australian Curriculum: Technologies, which is core in Years 7 and 8.

Pathways

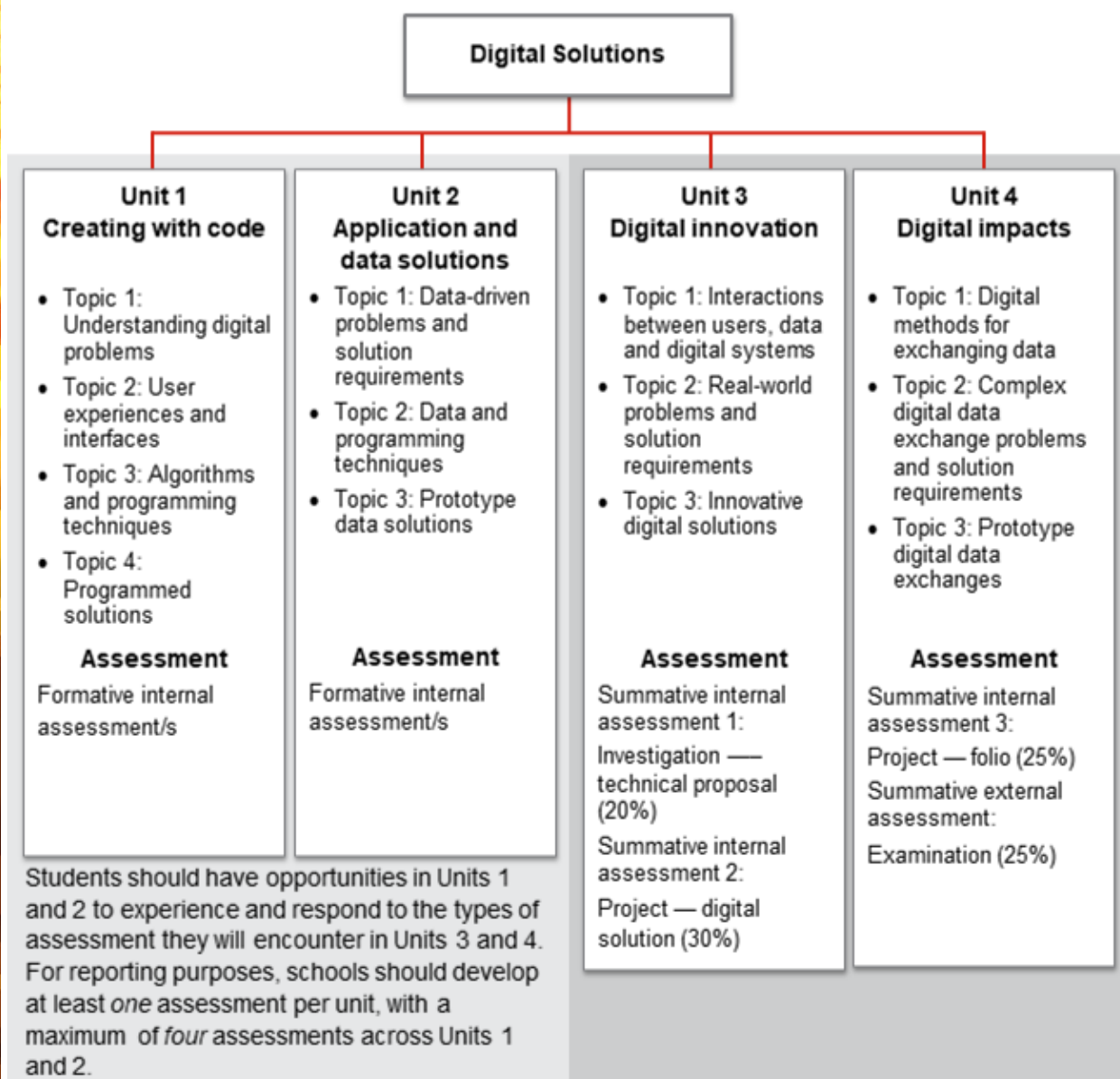
Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies,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

Course Structure

Digital Solutions 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. Following figure outlines the structure of this course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



ENGINEERING

Rationale

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

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

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

Assumed knowledge, prior learning or experience

Students will have prior knowledge of the Australian Curriculum: Technologies, which is core in Years 7 and 8. Similarly, students will have studied the Australian Curriculum: Mathematics and the Australian Curriculum: Science as core in Years 9 and 10. The areas of study and subject matter draw on engineering, technology, science and mathematics knowledge.

Pathways

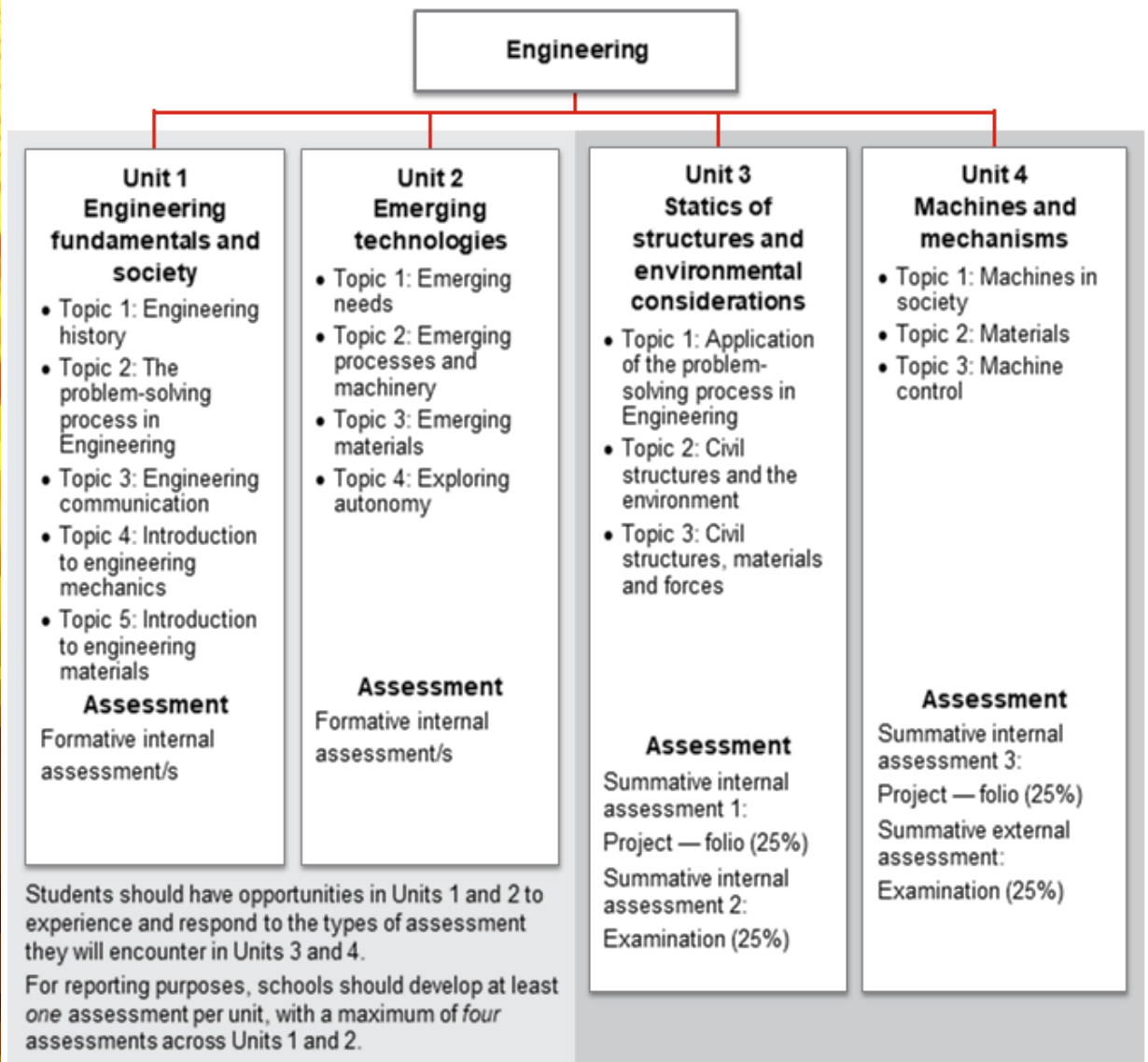
Engineering is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited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

Course Structure

Engineering 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. Following figure outlines the structure of this course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



BUSINESS

Rationale

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

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 and real-life 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.

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, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

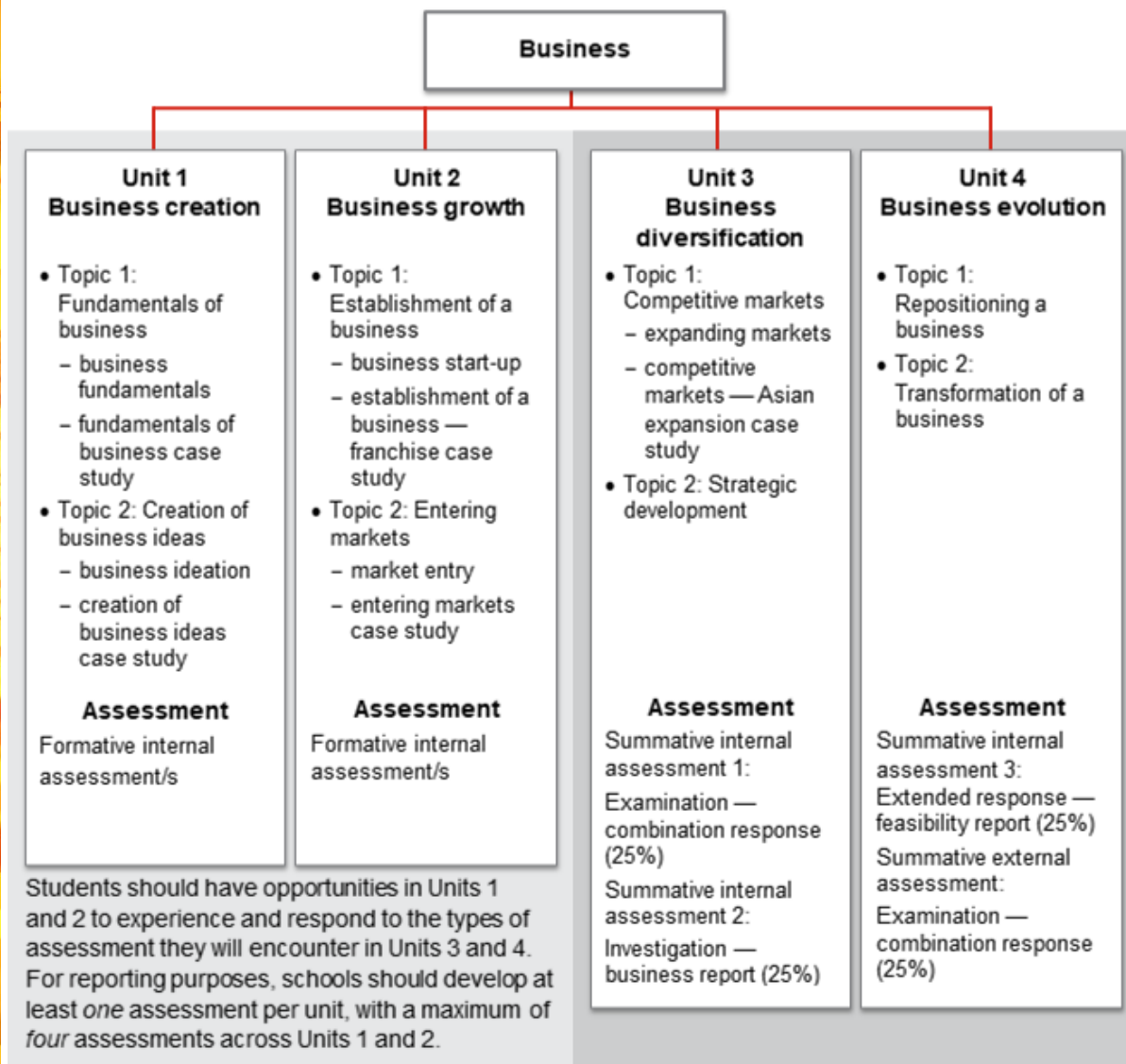
Business is a general subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. 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.

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. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



ACCOUNTING

Rationale

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

Accounting 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 Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

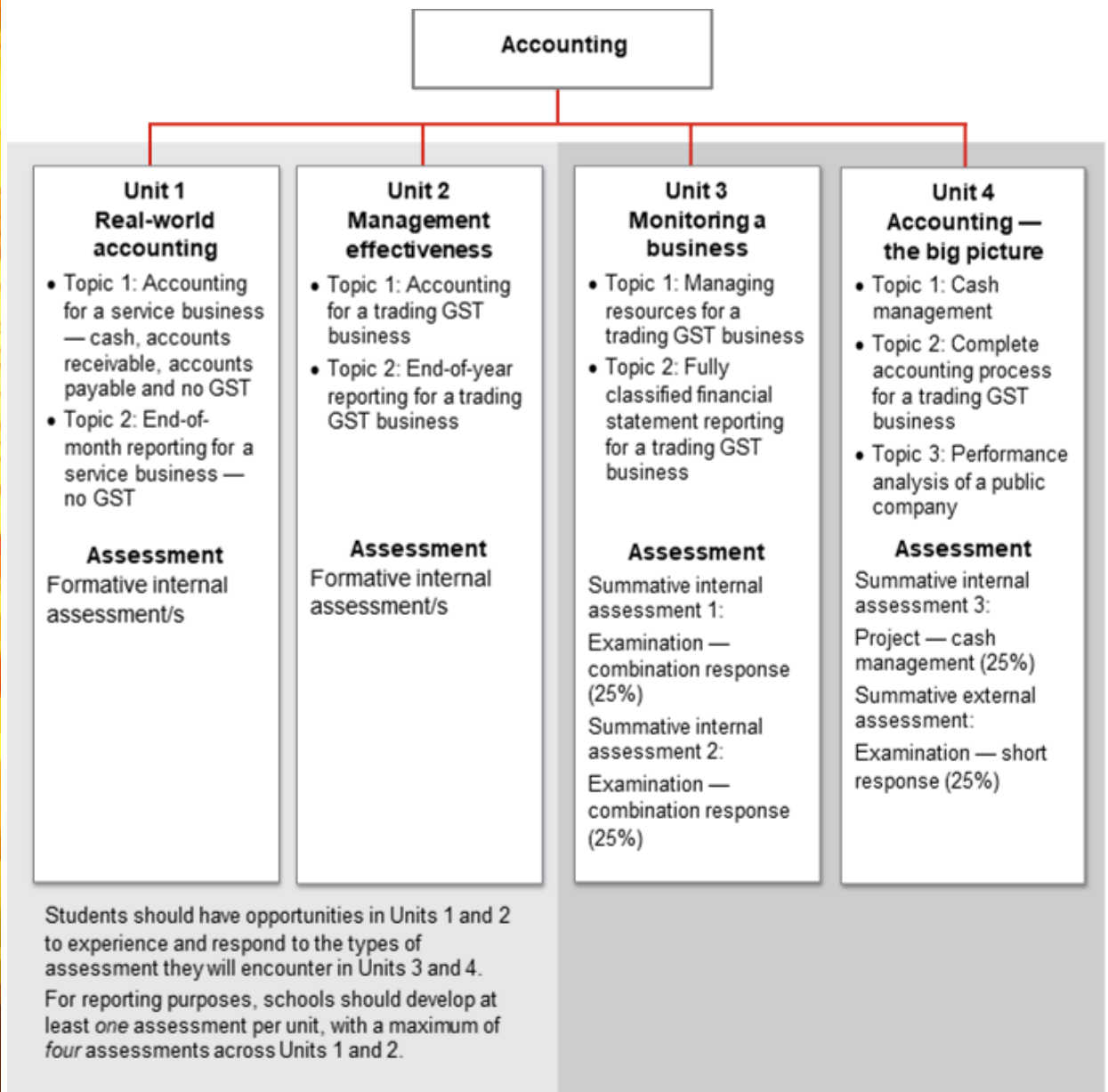
Course structure

Accounting 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.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



LEGAL STUDIES

Rationale

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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 decisions or propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue, examine different or opposing 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

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

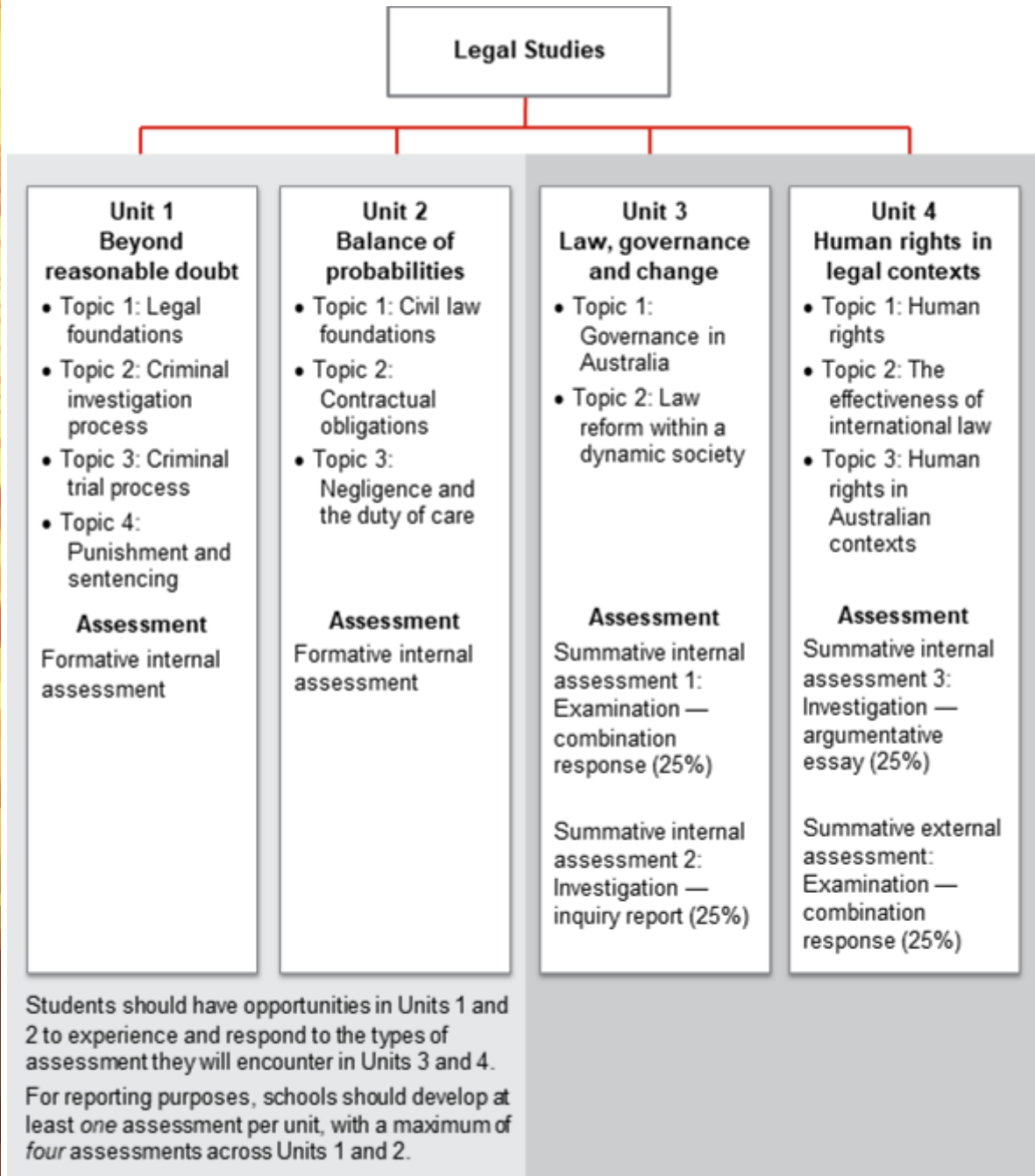
Course structure

Legal Studies 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.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



HEALTH

Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social, emotional and spiritual capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' are key components of the P–10 Australian Curriculum: Health and Physical Education. They provide the foundations for learning and alignment to the QCAA Physical Education and Health senior syllabuses, to build increasingly complex and developmental courses of study in the senior years.

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 overarching approaches, frameworks and resources. 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: Road 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.

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.

Pathways

Health 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 Health can establish a basis for

further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

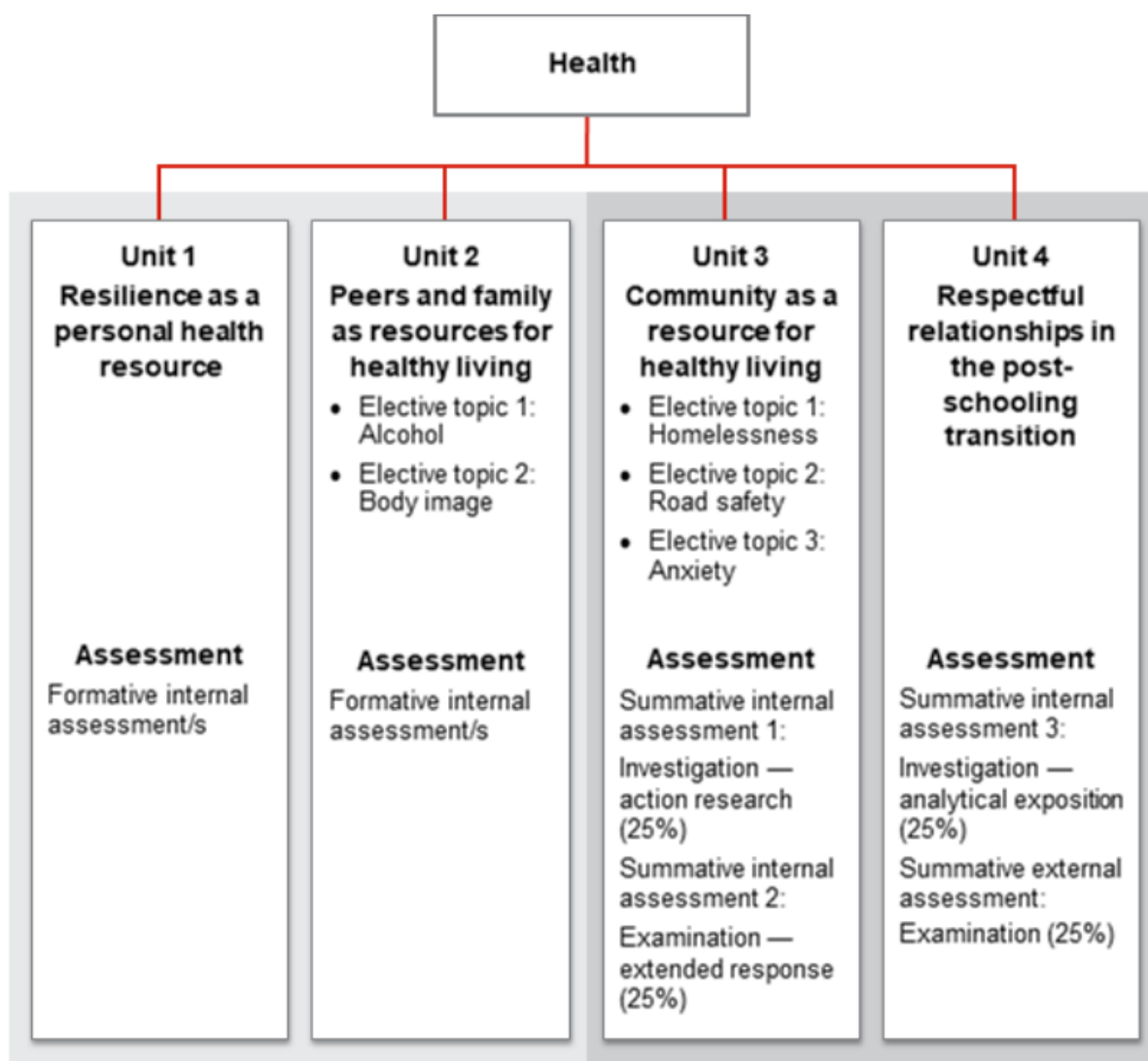
Course Structure

Health 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.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



VISUAL ARTS IN PRACTICE

Rationale

The field of visual arts is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in artmaking processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'.

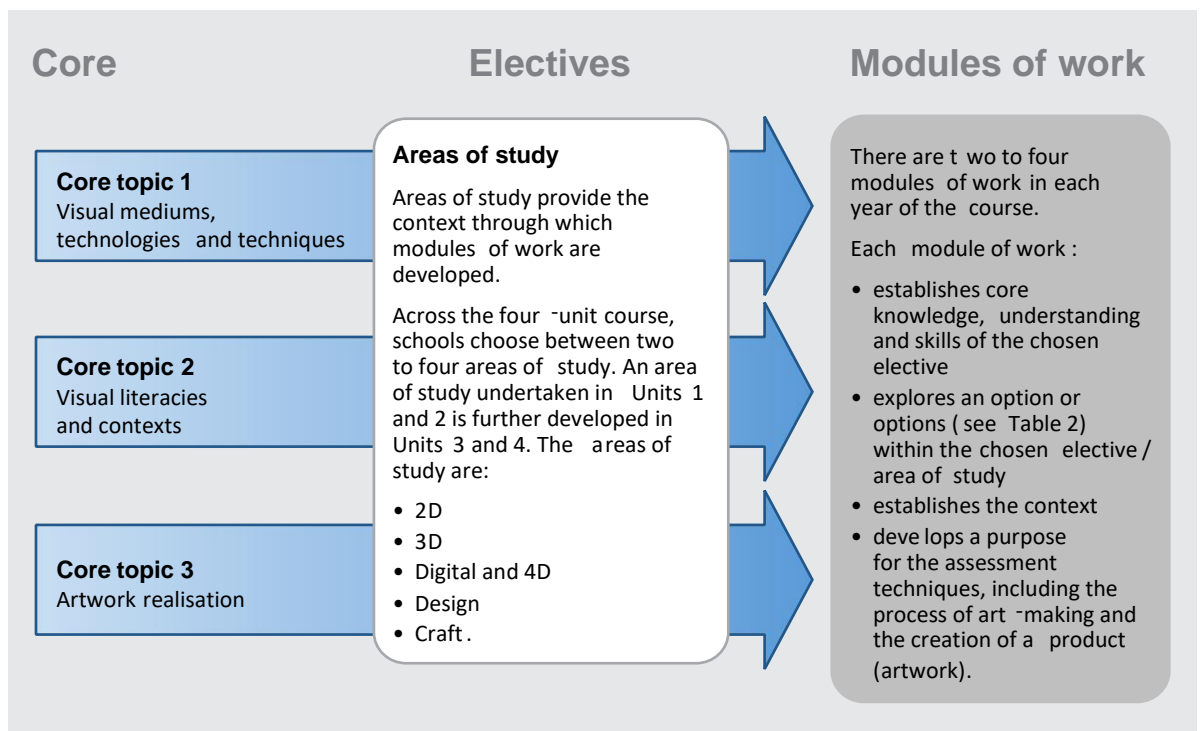
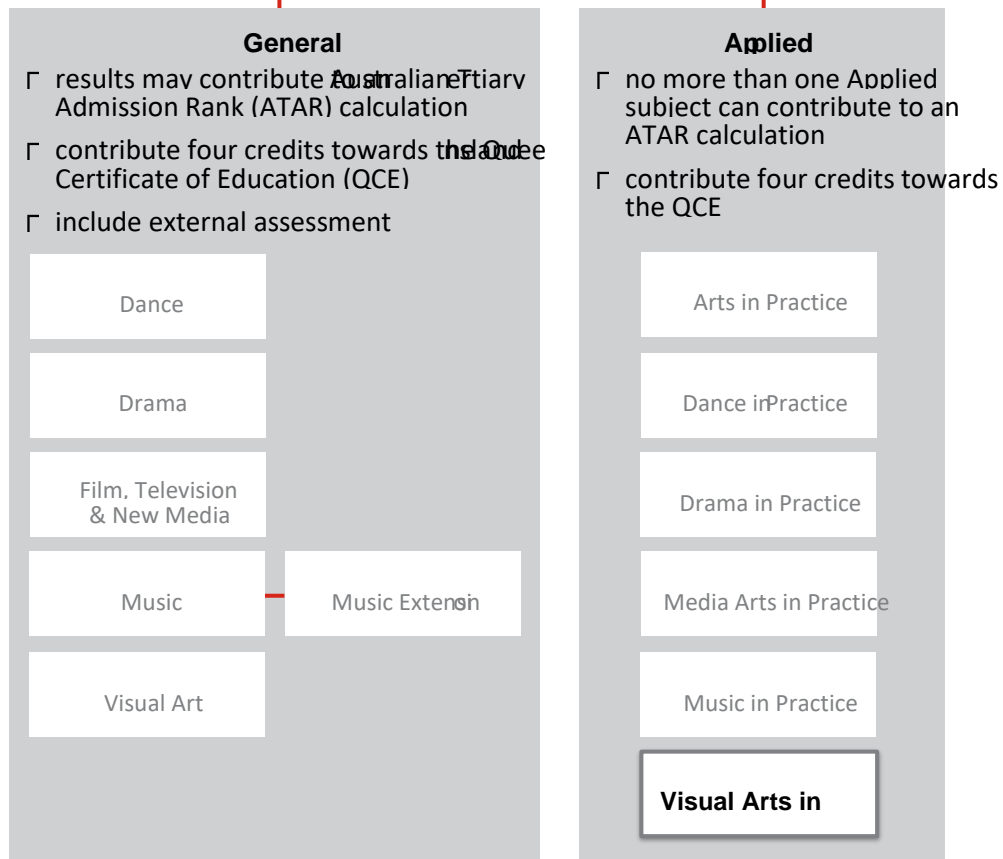
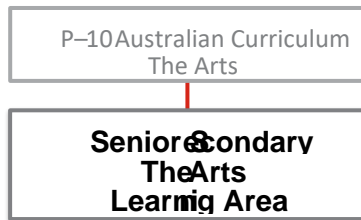
In 'Visual mediums, technologies and techniques', students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display and curatorial skills. They will learn and apply safe visual art practices.

When students engage in subject matter from 'Visual literacies and contexts', they interpret, negotiate and make meaning from information presented in the form of visual texts. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

In 'Artwork realisation', students are asked to reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks.

Pathways

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



ANCIENT HISTORY

Rationale

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, 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 exist 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.

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. 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. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Assumed knowledge, prior learning or experience

Before studying Ancient History, it is assumed students have studied the *Australian Curriculum: 7–10 History*. Through this prior learning it is assumed students understand and can apply historical concepts, including:

- evidence
- continuity and change
- cause and effect
- significance
- perspectives
- empathy
- contestability.

It is also assumed students understand and can apply historical skills, including:

- chronology, terms and concepts
- historical questions and research
- analysis and use of sources
- perspectives and interpretations

- explanation and communication.

Pathways

Ancient History 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 Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Learning area structure

All learning areas build on the P–10 Australian Curriculum.

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.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Ancient History

Unit 1

Investigating the Ancient World

- Digging up the past
- Ancient societies: slavery
- Ancient societies: art and architecture
- Ancient societies: weapons and warfare
- Ancient societies: technology and engineering
- Ancient societies: the family
- Ancient societies: beliefs, rituals and funerary practices

Assessment

Formative internal assessment/s

Unit 2

Personalities in their times

- Hatshepsut
- Akhenaten
- Xerxes
- Perikles
- Alexander the Great
- Hannibal Barca
- Cleopatra
- Agrippina the Younger
- Nero
- Boudica
- Cao Cao
- Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)
- Richard the Lionheart
- Alternative choice of personality

Assessment

Formative internal assessment/s

Unit 3

Reconstructing the Ancient World

- Thebes — East and West, 18th Dynasty Egypt
- The Bronze Age Aegean
- Assyria from Tiglath Pileser III to the fall of the Empire
- Fifth Century Athens (BCE)
- Philip II and Alexander III of Macedon
- Early Imperial Rome
- Pompeii and Herculaneum
- Later Han Dynasty and the Three Kingdoms
- The 'Fall' of the Western Roman Empire
- The Medieval Crusades

Assessment

Summative internal assessment 1:
Examination — essay in response to historical sources (25%)

Summative internal assessment 2:
Investigation — independent source investigation (25%)

Unit 4

People, power and authority

- Egypt: New Kingdom Imperialism
- Greece: the Persian Wars
- Greece: the Peloponnesian War
- Rome: the Punic Wars
- Rome: Civil War and the breakdown of the Republic
- Thutmose III
- Rameses II
- Themistokles
- Alkibiades
- Scipio Africanus
- Julius Caesar
- Augustus

Assessment

Summative internal assessment 3:
Investigation — historical essay based on research (25%)

Summative external assessment:
Examination — short responses to historical sources (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

PHYSICAL EDUCATION

Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

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.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. 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.

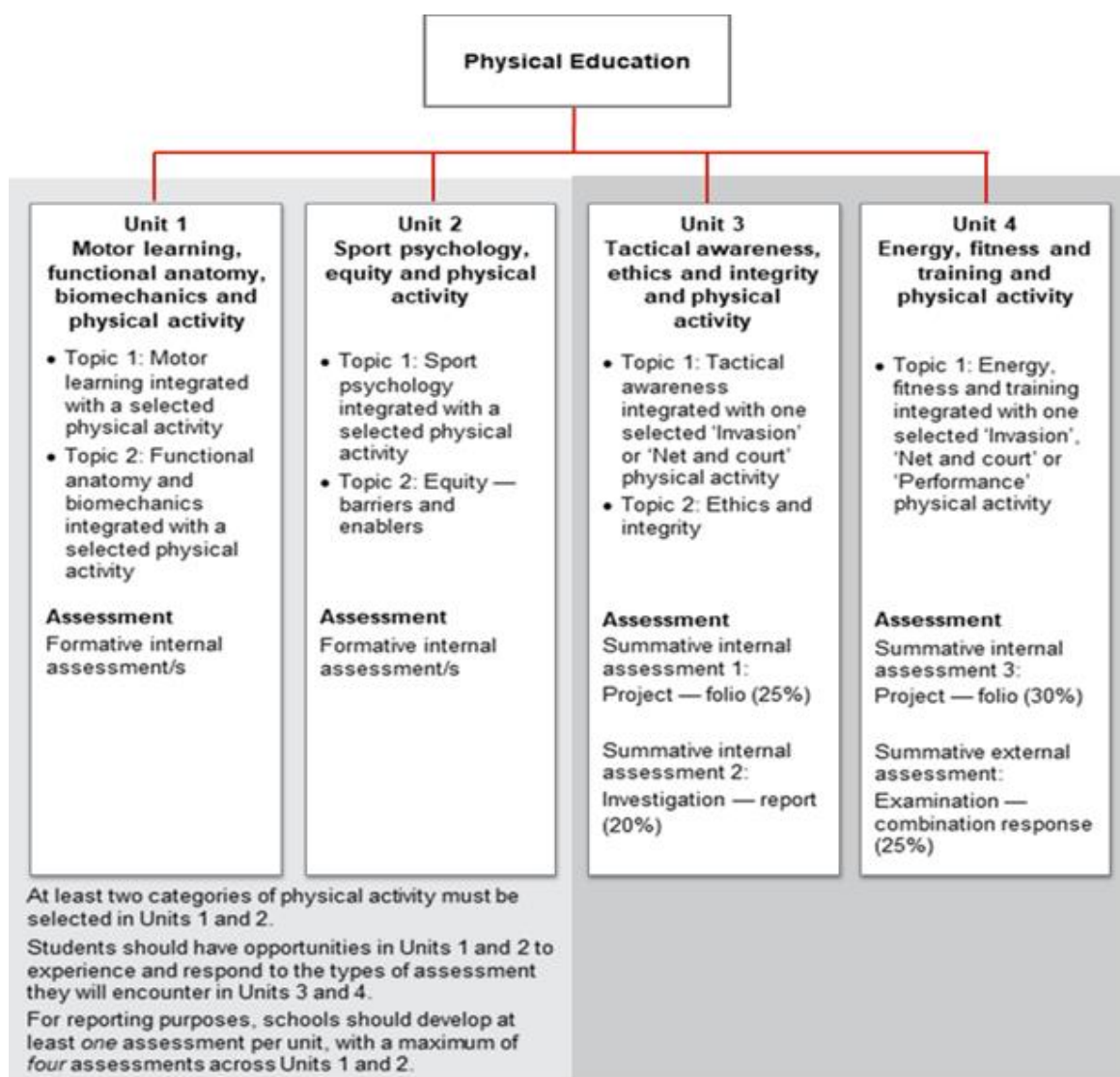
Course structure

Physical Education 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.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.



STUDY OF RELIGION

Rationale

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and postschool participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

Study of Religion 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 Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology

Learning Area Structure

All learning areas build on the P–10 Australian Curriculum.

Course Structure

Study of Religion 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.

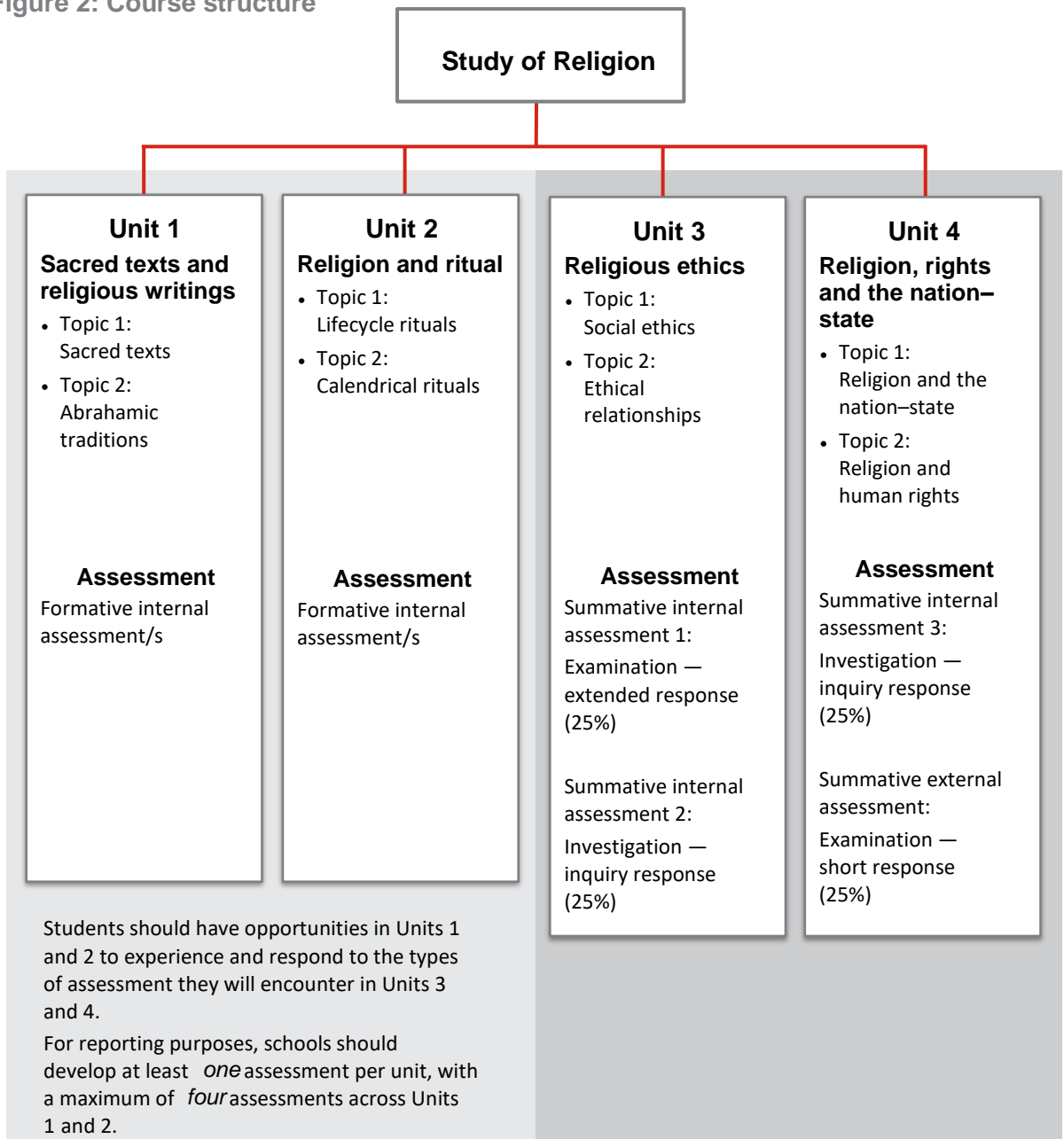
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

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

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



SOCIAL AND COMMUNITY STUDIES

Rationale

People interact in a variety of social, cultural, economic and environmental contexts. It is therefore important for students to understand how their identities are shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

Three interrelated and interdependent areas of life skills are identified — personal, interpersonal, and citizenship skills. These life skills are core to the subject and provide a framework for a course of study in Social and Community Studies. Life skills encompass social skills, communication skills (e.g. verbal and non-verbal communication, effective speaking, active listening), respect for and interaction with others, building rapport, problem solving and decision making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students investigate these life skills through a variety of electives dealing with topics such as personal economics and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks, and to be active and informed citizens.

Social and Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond the 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 can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Learning area structure

Figure 1: Summary of subjects offered in the Humanities and Social Sciences learning area

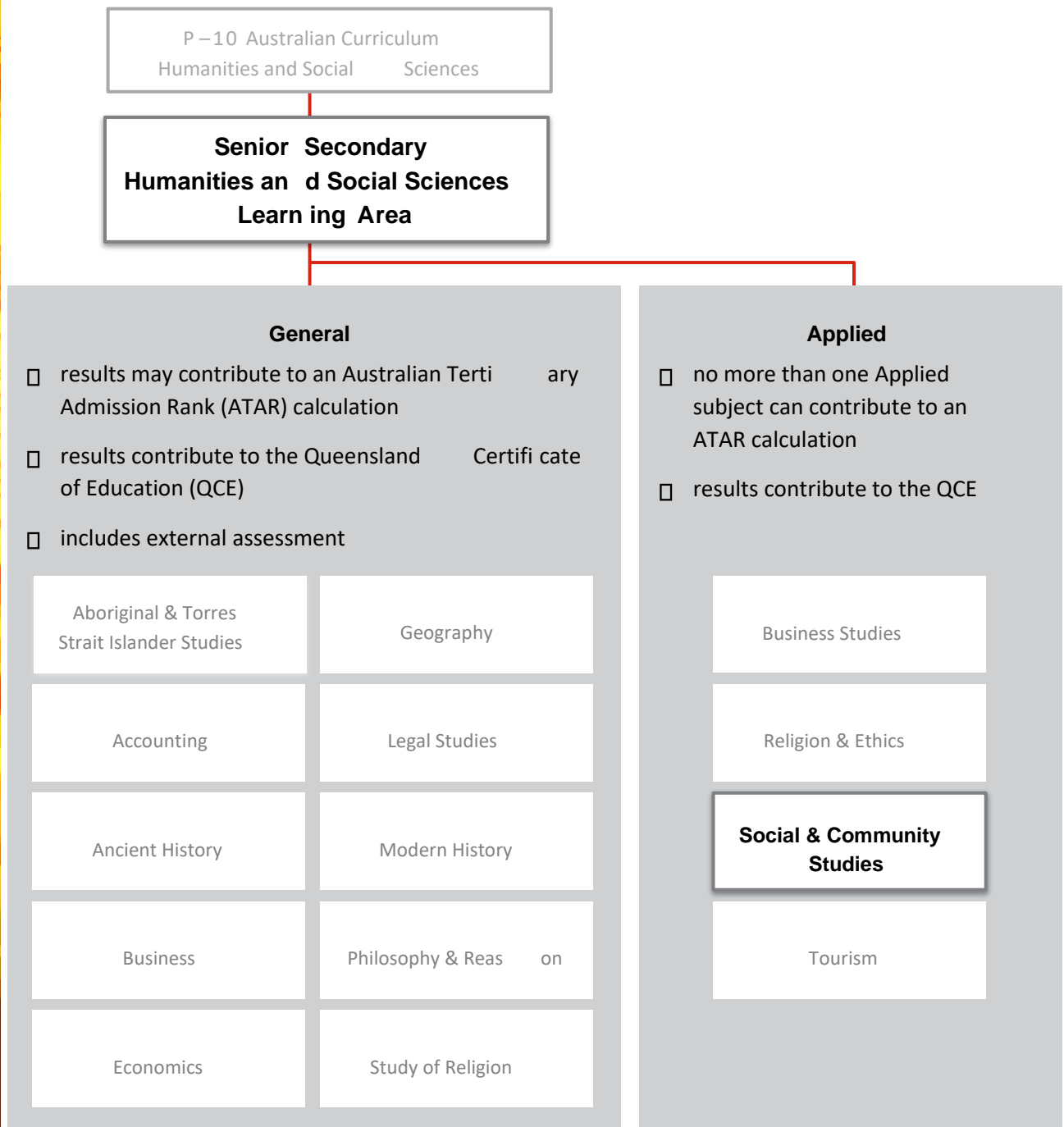
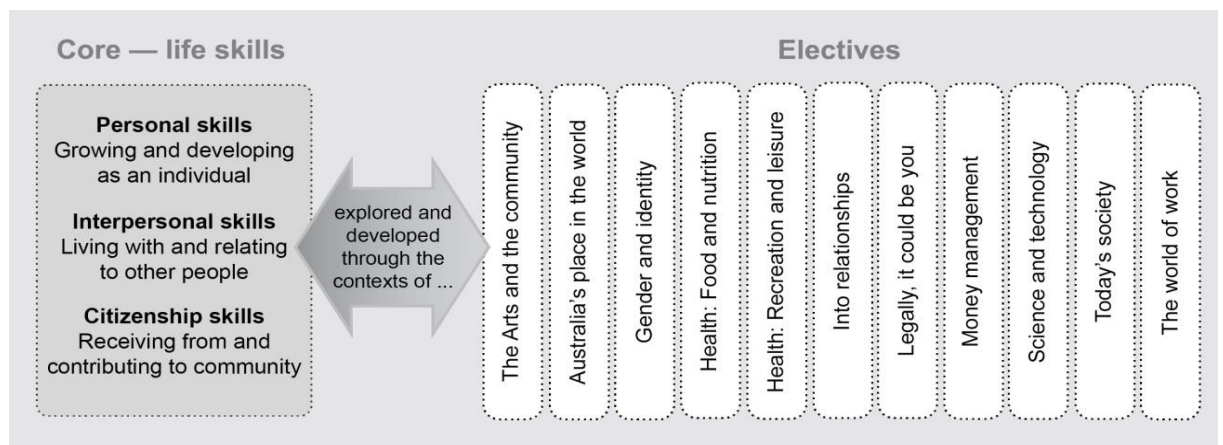


Figure 2: A course of study — the relationship between core and electives. Students will study the core curriculum and teachers will select 4-8 electives to study



VOCATIONAL AND TERTIARY COURSES

Rationale

Vocational and Tertiary study is combined with Senior Subjects and may be used for tertiary selection as one of the five subjects contributing to a student's Australian Tertiary Admission Rank (ATAR) or to gain a Queensland Certificate of Education (QCE). Each VET qualification gained will have a single scaled score that can be included in the ATAR calculation for Certificates III, IV and Diploma level. Additionally, tertiary study of one successfully completed university subject equates to two credits towards the QCE.

Pathways

Vocational courses are Accredited and Nationally recognized and can lead to tertiary studies, higher vocational courses or work. Completed Diploma study can lead into a Bachelor degree at university with rewarding Career opportunities.

Course structure

Qualifications are competency based and consist of clustered units, delivered over one or two years usually. The Certificate III in Sport and Recreation is offered at AIIC, by our teachers, as a subject in Year 11 and 12. This course is both practical and theory in nature, contributing to ATAR rank and QCE.

Course range

The Australian International Islamic College has available a range of diverse options for senior students to choose from. Costs are associated with the majority of external courses. The vocational course for Year 11 and Year 12 is:

[SIS30115 Certificate III Sport and Recreation \(RTO #45673 Australian International Islamic College\)](#)

A sample of other courses available:

[AVI30419 Certificate III in Aviation – Remote pilot \(RTO #31690 Australian Global Institute\)](#)

[52700WA - Certificate II in Plumbing \(RTO #0275 TAFE Qld\)](#)

[BSB40120 - Certificate IV/Diploma in Business \(Administration\) \(RTO #91088 MCI Institute\)](#)

[10283NAT Certificate IV in Crime and Justice Studies \(RTO #0275 TAFE Qld\)](#)

Successfully passing English and Mathematics (2021) may be a requirement for entry. AIIC have *more than 20 other courses available*, which are listed in our VET Student Handbook, link following.

[VET Student Handbook](#)

SUBJECT SELECTION FORM 2023



Student Name:

Year Level in 2023:

Students, please select a total of **five (5)** subject with up to one (1) VET Course. You **must** select a Maths and English, then you can select 3 elective subjects.

Step 1 – Select 1 Mathematics AND 1 English

COMPULSORY

Instructions	Subject	General	Applied Subject
Select one (1) subject	General Mathematics		
	Mathematical Methods		
	Specialist Mathematics*		
	Essential Mathematics		
Select one (1) subject	English		
	English as an Additional Language		
	Essential English		

*Students who take Specialist Mathematics are required to take Mathematical Methods

Step 2 – Select any 3 electives from the following options. Either 3 electives subjects OR 2 electives and 1 VET Course.

ELECTIVES

Elective Group 1	Elective Group 2	Elective Group 3	VET/Tertiary Cert
Business	Accounting	Legal Studies	TAFE, Mater and other VET courses (Refer to VET Course Choices)
Physics	Ancient History	Biology	
Health	Chemistry	Engineering	
Digital Solutions	Study of Religion		
Social and Community Studies	Cert 3 Sport and Recreation	Visual Art in Practice	

Parent Name	Contact Number
Parent Email	
Parent Signature	Date

SENIOR SECONDARY ACADEMIC POLICY

PREFACE

Australian International Islamic College is committed to providing a range of opportunities and programs for students in the senior phase of learning. The college will challenge students at all levels, support them in setting and attaining realistic personal academic goals and always remain committed to excellence. The policy will guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The staff at Australian International Islamic College will support all students throughout their senior years at the college. They will also share the responsibility with parents and students for assisting each student in attaining his/her educational aspirations.

In keeping with the Islamic Ethos of the college, senior students at the college need to be self-motivated and mature in their approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of their group and achieve their very best.

POLICY

1. The school will provide a range of high quality academic and vocational study options.
2. The staff of the college will assist with personal monitoring and goal setting for all students in its support of the students' academic and vocational pursuits.
3. Students will be expected to approach their studies in a diligent manner, access available support services as needed, be accountable for their actions and responsible for their learning.
4. Parents will be expected to support their children and work collaboratively with the school.
5. Each student will participate in a Senior education and training planning process beginning with the submission of an individual Student Education and Training (SET) Plan. The plan will be endorsed by his/her parents but will become operational for the student once approved by the school.
6. There are prerequisites for Senior subjects. The prerequisites are designed to enable success. These will be:
 - a) communicated in a timely manner for the information of students and parents through letter or email,
 - b) applied in such a way that they do not unreasonably limit realistic future options for a student,
 - c) applied in a way which takes account of the needs and circumstances of each student.
7. In addition to its ongoing support and advice, the school will implement, in consultation with the student and his/her parents, a targeted support plan for students who achieve less than a 'C' grade (or VET equivalent) in any Senior subject, at the end of each semester. If a student does not achieve the agreed outcomes of the plan, the school may require the student to amend or change subjects or course.

8. When a student enrolls in Year 11 and 12, he/she agrees to attend all classes and associated activities, tutorials, excursions/incursions and assemblies. Attendance will be strictly monitored and recorded.
9. Students are required to maintain at all times their eligibility for the Queensland Certificate of Education (QCE).
10. During units of work Year 11 and 12 students will participate in a formal examination block. Students only attend school if they have an exam or tutorial scheduled on a given day within the exam block. This is an opportunity for students to study at home in preparation for their exams.
11. Students must complete all assessments in Year 11 and 12. Failure to complete assessment items in Senior may result in students having to show cause to the School Principal, as to why they should be given credit with that course/semester.
12. Failure to comply with the requirements of this policy will be considered a breach of the school's code of behaviour. In addition, students whose behaviour amounts to a refusal to participate in the education program may have their enrolment cancelled.

Australian International Islamic College applies prerequisites to senior subjects in Year 11. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Senior Subject	Subject Category	Prerequisite
Accounting	General	Grade C in Year 10 Accounting
Ancient History	General	Grade C in Year 10 English
Biology	General	Grade C in Year 10 Science
Business	General	Grade C in Year 10 English
Chemistry	General	Grade C in Year 10 Science
Cert 3 Sport and Recreation	Applied	Completion of Year 10
Digital Solutions	General	Grade C in Year 10 Digital Technologies
English	General	Grade B in Year 10 English
Engineering	General	Grade C in Year 10 Engineering
English as an Additional Language	General	Grade C in Year 10 English
Essential English	Applied	Completion of Year 10
Essential Mathematics	Applied	Completion of Year 10
General Mathematics	General	Grade C in Year 10 Mathematics
Health	General	Grade C in Year 10 Health
Legal Studies	General	Grade C in Year 10 English
Mathematical Methods Specialist Mathematics	General	Grade B in Year 10 Mathematics
Social and Community Studies	Applied	Completion of Year 10
Study of Religion	General	Grade C in Year 10 English
Visual Arts in Practice	Applied	Completion of Year 10
TAFE, Mater and other VET courses <i>(Refer to VET Course Choices)</i>	Applied	Completion of Year 10

Year 11 and 12 students:

- **MUST** study either English, English as an Additional Language or Essential English.
- **MUST** study either Essential Mathematics, General Mathematics or Mathematical Methods.
- **MUST** study 5 subjects in both Year 11 and Year 12.
- **CHOOSE** any combination of five subjects (including English and Mathematics choices). Three additional electives should also be listed in order of preference.

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

If you have any concerns or have reason to request AILC waive the prerequisite, you will need to make an appointment with the Head of Secondary.



Australian International Islamic College

GOLD COAST CAMPUS

19 Chisholm Road
CARRARA QLD 4211
Tel: +61 7 5596 6565
Fax: +61 7 5596 1110
Email: gc.admin@aiic.qld.edu.au

MAIN CAMPUS

724 Blunder Road
DURACK QLD 4077
Tel: +61 7 3372 1400
Fax: + 61 7 3372 2500
Email: admin@aiic.qld.edu.au

www.aiic.qld.edu.au