

Brisbane  
Boys'  
College.  
Senior  
Curriculum  
Handbook  
2026.





# Introduction

## Senior Assessment and Tertiary Entrance (SATE)

The SATE system, introduced in 2019, is a senior assessment model that combines school-based assessments developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA). Year 12 students complete four assessments in each Authority subject with external assessments contributing 25 or 50% of their final result, depending on the subject. These processes have been designed to strengthen the quality and comparability of school-based assessment through the development of new syllabus documents and assessment procedures requiring endorsement, confirmation and ratification. This system includes the Senior Education Profile (SEP) comprising of the Queensland Certificate of Education (QCE) and the Australian Tertiary Admissions Register (ATAR).

## SEP (facilitated by the Queensland Curriculum Assessment Authority - QCAA)

The statement of results is a transcript of a student's learning account. The statement of results shows all QCE- contributing studies and the results achieved that may contribute to the award of a QCE.

Every student at BBC is registered with the QCAA during Year 10. When a student is registered, the QCAA opens a learning account for them. The learning account records details of learning and results of any completed studies. Students are able to access their learning account through the My QCE website

<https://myqce.qcaa.qld.edu.au>

## QCE (facilitated by the Queensland Curriculum Assessment Authority - QCAA)

In Queensland the QCAA has responsibility for the development of curriculum in Years 11 to 12 and this curriculum is collectively called the Queensland Certificate of Education (QCE). The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. It is expected that all senior students will work towards completion of their QCE.

To achieve a QCE, students must complete the set amount of learning, at the set standard, in the set pattern, and meet literacy and numeracy requirements. More information is available from [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

ATAR (facilitated by the Queensland Tertiary Admissions Centre - QTAC)

The ATAR is the standard measure of overall school achievement used in all 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.

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

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.

More information is available from <https://www.qtac.edu.au/atar-my-path/atar>

QTAC will generate student ATARs through a statistical process known as 'inter-subject scaling'. Under this process, patterns of student results across different subjects are analysed and adjusted to enable students with different combinations of results to be compared in a single rank order. A similar process is used to support ATAR calculations in other Australian jurisdictions.

University Admissions centres for prerequisites information :

- QTAC (for University and TAFE study within Queensland): <https://www.qtac.edu.au/year-10-students>
- UAC (for University Study in NSW and ACT): <https://www.uac.edu.au/assets/documents/year-10/year-10-booklet-2025.pdf>
- VTAC (for University Study in Victoria): <http://www.vtac.edu.au/>
- SATAC (for University Study in South Australia and NT): <http://www.satac.edu.au/satac-publications>
- TISC (for University Study in Western Australia): <http://www.tisc.edu.au/static/guide/prerequisites-index.tisc>
- Tasmania: <http://www.utas.edu.au/study/year-10-and-below>

Take steps to ensure you understand the content and requirements of each subject you choose:

- Read subject descriptions and course outlines provided by the College
- Talk to Heads of Departments and teachers of that subject
- Look at resources used
- Talk to students who are already studying the subject
- Check Prerequisites, as they change regularly. This information is available from the Careers Library and on various websites
- Fully understand the requirements for assignments, exams, field trips, camps, etc.
- Have a thorough understanding of the requirements of the subject – for example, the amount of writing involved, the amount of practical work involved, if there is any field work, an approximate idea of the time commitment per week to the subject

## Choosing Subjects

The College has developed an extensive process to support boys and their families through the decision making process, including parent evenings, student experiences, career guidance tests and SET Plans.

When you move into the final two years of formal schooling you should choose subjects:

- That are prerequisites for your intended tertiary studies
- In which you have achieved good results
- That are your choice and not the choice of others
- Which you enjoy studying
- Which challenge you
- That reflect your abilities and you find manageable
- Which help you reach your career goals and develop your skills and knowledge

Guidelines

- See the Careers Counsellors if you need advice about particular careers you have in mind.  
Find out about Pathways available and make sure your choices match the path you would like to take when you leave school
- Find out about subjects required for entry to University (Prerequisites)
- Find out about subjects for any relevant post-secondary courses at TAFE or private providers

This document outlines the courses of study that are offered on campus to the young gentlemen of Brisbane Boys' College. Our team looks forward to working with you to help determine the most effective pathways to assist in preparing for a fulfilling future.

Mr Lucas Brown

Assistant Head of Secondary - Teaching & Learning

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# Curriculum Overview 2026

SENIOR COURSES	
<p><b>Business Academy</b></p> <p>Accounting</p> <p>Diploma of Business**</p> <p>Economics</p> <p>Legal Studies</p> <p><b>Christian Education</b></p> <p>Life and Belief Issues</p> <p><b>English</b></p> <p>English</p> <p>Literature</p> <p>English Literature and Extension (Units 3 &amp; 4)</p> <p>Essential English*</p> <p><b>Health and Physical Education</b></p> <p>Physical Education</p> <p>Sport and Recreation*</p> <p>Certificate III in Fitness**</p> <p><b>Humanities</b></p> <p>Ancient History</p> <p>Modern History</p> <p>Geography</p> <p>Philosophy and Reason</p> <p><b>Languages</b></p> <p>Chinese</p> <p>French</p> <p>Japanese</p> <p>Christian Education is a compulsory subject</p> <p>** VET Subject</p> <p>* Applied Subject</p>	<p><b>Mathematics</b></p> <p>Specialist Mathematics</p> <p>Mathematics Methods</p> <p>General Mathematics</p> <p>Essential Mathematics*</p> <p><b>Science</b></p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Psychology</p> <p>Science in Practice*</p> <p><b>Technology</b></p> <p>Digital Solutions</p> <p>Design</p> <p>Engineering</p> <p>Furnishing Skills*</p> <p>Engineering Skills*</p> <p>Industrial Technology Skills*</p> <p><b>The Arts</b></p> <p>Drama</p> <p>Film, Television and New Media</p> <p>Music</p> <p>Music Extension (only Units 3 &amp; 4)</p> <p>Visual Art</p>

# Senior subjects

The QCAA develops senior subject syllabuses - General, Applied, Senior External Examinations. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

## General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

## Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

For more information about the ACSF visit [www.education.gov.au/australian-core-skills-framework](http://www.education.gov.au/australian-core-skills-framework)

# Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses

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

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

# English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a 'C' in one of five subjects - English, Essential English, Literature or English and Literature Extension.

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

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 are paired and consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

### Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

## Assessment

### Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers determine the assessment program in alignment with QCAA quality assurance processes, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

### Units 3 and 4 assessments

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

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.



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YEAR 11 and 12 CURRICULUM



# Christian Education

## Life and Belief Issues (Year 11)

### Subject Overview

In Years 11 and 12, the Christian Education program is called Life and Belief Issues because it explores important life themes and personal beliefs. The course encourages students to reflect on their own values, beliefs, and convictions while examining the foundations of the Christian faith. Students will explore a range of topics through class discussions, guided lessons, and presentations by guest speakers.

- Existence of God
- The Conscience. How is it formed?
- A spectator's guide to developing a believable belief
- Suffering. The causes and consequences. How do God and suffering work together?
- Grief and bereavement
- The problem with pornography
- Manhood
- Wealth, poverty and real joy
- Sex, love, dating and marriage
- Violence and the media
- 'The Christ Files' - historical sources supporting the existence of Christ
- Topical ethical and belief issues

### Assessment

Students are required to write an essay which enables them to reflect on and articulate their personal beliefs.

## Life and Belief Issues (Year 12)

### Subject Overview

Life and Belief Issues in Year 12 adopts an engaging seminar-style format and continues to explore a wide range of life and belief-related themes. A diverse group of guest speakers plays an integral role in delivering a thought-provoking experience for our senior students. The topics covered are grouped into four key areas:

#### Unit 1 - Belief Issues

Students will cover a range of topics which will include:

- Red Frogs presentation incorporating leadership and approaches to Schoolies
- Strategies for thriving in Year 12
- Personal life stories that focus on decision-making and critical life choices
- An exploration of the relationship between Science and Faith

#### Unit 2 - Relationships

Students will cover a range of topics which will include:

- Miscommunication and understanding women
- Gender equality issues and domestic violence
- Faith and Family Challenges
- Deeper questions about God and Faith

#### Unit 3 - Self Care

- Manhood unplugged. What it means to be a man
- What wellbeing really means
- Unpacking Life Vision

#### Unit 4

- Career Planning with the Careers Counsellor

### Assessment

There is no assessment for this subject.

# The Arts

The Arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

## Drama - General Senior Subject

### Subject Overview

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

Students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_drama\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_drama_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Performance (20%)
Term 2	Internal Assessment 2: Dramatic concept (20%)
Term 3	Internal Assessment 3: Practice-led project (35%) Internal Examination: Examination – extended response (25%) - possible
Units 3 & 4	
Term 4	Internal Assessment 1: Performance (20%)
Term 1	Internal Assessment 2: Dramatic concept (20%)
Term 2	Internal Assessment 3: Practice-led project (35%)
Term 3	Trial Exams
Term 4	External Examination: Examination – extended response (25%)



# Film Television and New Media - General Senior Subject

## Subject Overview

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, Television and New Media are our primary sources of information and entertainment. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_film\\_tv\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_film_tv_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Case study investigation (15%)
Term 2	Internal Assessment 2: Multi-platform content project (25%)
Term 3	Internal Assessment 3: Stylistic production (35%) Internal Examination: Examination – extended response (25%) - possible
Units 3 & 4	
Term 4	Internal Assessment 1: Case study investigation (15%)
Term 1	Internal Assessment 2: Multi-platform content project (25%)
Term 2	Internal Assessment 3: Stylistic production (35%)
Term 3	Trial Exams
Term 4	External Examination: Examination – extended response (25%)

# Music - General Senior Subject

General Music is an accelerated subject which commences in Year 10 and finishes in Year 11. For further information, consult the Year 10 Subject Handbook.

## Subject Overview

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music, specifically composition, performance and musicology, combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music..

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

Students commence General Music in Year 10, aiming to complete it at the end of Year 11. Students can then elect to do one of the Music Extension Syllabi in Year 12.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_music\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Performance (20%)
Term 2	Internal Assessment 2: Composition (20%)
Term 3	Internal Assessment 3: Project (35%)
Units 3 & 4	
Term 4	Internal Assessment 1: Performance (20%)
Term 1	Internal Assessment 2: Composition (20%)
Term 2	Internal Assessment 3: Project (35%)
Term 3	Trial Exam
Term 4	External Examination: Examination – Extended response (25%)

# Music Extension offered only in Units 3 & 4

## Music Extension - Composition, Musicology, Performance

Music Extension is only offered in Year 12.

The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists or performers, and to provide the basis for rich, lifelong learning. This syllabus considers that students with an extended history of music involvement frequently reach a high level of musical sophistication and aspire to specialise.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding.

They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_music\\_ext\\_26\\_comp\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_comp_syll.pdf)

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_music\\_ext\\_26\\_music\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_music_syll.pdf)

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_music\\_ext\\_26\\_perf\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_perf_syll.pdf)

Units 3 & 4	
Term 4	Internal Assessment 1: Dependent on specialisation (20%)
Term 1	Internal Assessment 2: Dependent on specialisation (20%)
Term 2	Internal Assessment 3: Project - dependent on specialisation (35%)
Term 3	Trial Exams
Term 4	External Examination: Examination – extended response (25%)

# Visual Art - General Senior Subject

## Subject Overview

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

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_visual\\_art\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_visual_art_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Investigation – inquiry phase 1 (20%)
Term 2	Internal Assessment 2: Project – inquiry phase 2 (25%)
Term 3	Internal Assessment 3: Project – inquiry phase 3 (30%) Internal Examination: Examination – extended response (25%) - possible
Units 3 & 4	
Term 4	Internal Assessment 1: Investigation – inquiry phase 1 (20%)
Term 1	Internal Assessment 2: Project – inquiry phase 2 (25%)
Term 2	Internal Assessment 3: Project – inquiry phase 3 (30%)
Term 3	Trial Exams
Term 4	External Examination: Examination – extended response (25%)



# English

## English - General Senior Subject

### Subject Overview

Students are offered opportunities 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.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They 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. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_english\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_english_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Spoken assignment – Persuasive (25%)
Term 2	Internal Assessment 2: Written seen exam – Imaginative (25%)
Term 3	Internal Assessment 3: Written assignment – Analytical Literary Analysis (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Spoken assignment – Persuasive (25%)
Term 1	Internal Assessment 2: Written assignment – Analytical Literary Analysis (25%)
Term 2	Internal Assessment 3: Written seen exam – Imaginative (25%)
Term 3	Trial External exam
Term 4	External Examination: Written exam – Unseen analytical essay response to text from the prescribed text list (25%)

# Literature - General Senior Subject

## Subject Overview

Students require a result of a B+ or better in Year 10 English to be able to study Literature in Year 11. If a boy wishes, he may choose to study English and Literature.

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_literature\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_literature_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Written seen exam – Analytical (25%)
Term 2	Internal Assessment 2: Written Assignment – Creative response to literature (25%)
Term 3	Internal Assessment 3: Written seen exam – Analytical Literary Analysis (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Spoken Assignment – Imaginative (25%)
Term 1	Internal Assessment 2: Written seen exam – Analytical Literary Analysis (25%)
Term 2	Internal Assessment 3: Written assignment – Creative response to literature (25%)
Term 3	Trial exam
Term 4	External Examination: Written exam – Unseen analytical essay response to text from the prescribe text list (25%)

# English Literature and Extension - General (Extension)

## Only in Units 3 & 4

### Subject Overview

English & Literature Extension is an extension of the General syllabuses in English and Literature and should be read in conjunction with those syllabuses. The course can be studied either concurrently with, or after, Units 3 and 4 of the general courses in either General English, Literature or both. Because Units 1 and 2 of either General English, Literature or both are prerequisites for this course, the two units that make up the subject English & Literature Extension are called Units 3 and Unit 4.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

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

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

Students should be aware that selection of English and Literature extension is currently available only to accelerated students.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_english\\_lit\\_ext\\_26\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_english_lit_ext_26_syll.pdf)

Units 3 & 4	
Term 4	Internal Assessment 1: Reading and defence (20%)
Term 1	Internal Assessment 2: Defence of a complex transformation (20%)
Term 2	Internal Assessment 3: Academic Research paper (35%)
Term 3	Trial exam
Term 4	External Examination: Written exam – Unseen analytical essay response to text from the prescribe text list (25%)

# Essential English - Applied Senior Subject

## Subject Overview

Students should be aware that selecting Essential English may exclude them from meeting specific university prerequisites.

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every-day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ess\\_english\\_25\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_25_app_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Spoken response - Informative
Term 2	Internal Assessment 2: Common Internal Assessment - Analytical
Term 3	Internal Assessment 3: Spoken Assignment – Persuasive
Term 4	Internal Assessment 4: Written Assignment - Creative
Units 3 & 4	
Term 1	Internal Assessment 1: Spoken Assignment – Persuasive
Term 2	Internal Assessment 2: Common Internal Assessment - Analytical
Term 3	Internal Assessment 3: Spoken Assignment – Multimodal
Term 4	Internal Assessment 4: Written Assignment - Creative



# Health and Physical Education

## Physical Education - General Senior Subject

### Subject Overview

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.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_pe\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_pe_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Project Folio (25%)
Term 2	Internal Assessment 2: Exam (25%)
Term 3	Internal Assessment 3: Project Folio (25%) Internal Assessment 4: Investigative Report (25%)
Units 3 & 4	
Term 4	
Term 1	Internal Assessment 1: Project Folio (25%)
Term 2	Internal Assessment 2: Report (25%)
Term 3	Internal Assessment 3: Project Folio (25%) Trial Exam
Term 4	External Exam (25%)

# Sport and Recreation - Applied Senior Subject

## Subject Overview

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_sport\\_recreation\\_24\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_sport_recreation_24_app_syll.pdf)

Units 1 & 2	
Term 1	Unit 1: Fitness for Sport and Recreation – Project
Term 2	Unit 1: Fitness for Sport and Recreation – Project
Term 3	Unit 2: Event Management and Planning – Project
Term 4	Unit 2: Event Management and Planning – Performance
Units 3 & 4	
Term 1	Unit 3: Coaching and Officiating – Project
Term 2	Unit 3: Coaching and Officiating – Performance
Term 3	Unit 4: Aquatic Recreation – Project
Term 4	Unit 4: Aquatic Recreation – Performance

# Certificate III in Fitness - VET Senior Subject

## Subject Overview

The completion of a Certificate III in Fitness / Certificate II in Sport Coaching allows students the opportunity to gain an industry qualification while still at school. It can contribute up to 8 QCE points towards a student's QCE. Students beginning the course in year 11 may have the opportunity to begin their Certificate IV in Fitness before graduation. Students will learn to deliver fitness and coaching programs to a range of stakeholders within the school community. These include personal training to adults (teachers and staff), strength and conditioning for athlete and teams, group fitness sessions (adults and students) and will be involved in primary school fitness. Students will also learn to develop and deliver effective coaching sessions to various stakeholders within the school community.

Units are competency based and assessed according to industry standard therefore strict standards apply to ensure students fulfil the course requirements. Students must be deemed competent in each unit to complete the Certificate III in fitness.

## Course Structure

- Provide First Aid
- Participate in workplace health and safety
- Respond to emergency situations
- Maintain sport, fitness and recreation industry knowledge
- Work safely
- Participate in sustainable work practices
- Participate in conditioning for sport
- Conduct sport coaching sessions with foundation level participants
- Work in a community coaching role
- Deliver and monitor a service to customers
- Organise personal work priorities
- Plan group exercise sessions
- Instruct group exercise sessions
- Complete pre-exercise screening and service orientation
- Complete client fitness assessments
- Provide healthy eating information
- Develop and instruct gym-based exercise programs for individual clients
- Use anatomy and physiology knowledge to support safe and effective exercise

## Assessment

Students will be assessed in a variety of competency based assessment tasks that will involve both written and practical instruments.

# Humanities

## Ancient History - General Senior Subject

### Subject Overview

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ancient\\_history\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ancient_history_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination (25%)
Term 2	Internal Assessment 2: Investigation (25%)
Term 3	Internal Assessment 3: Investigation (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Investigation (25%)
Term 1	Internal Assessment 2: Examination (25%)
Term 2	Internal Assessment 3: Investigation (25%)
Term 3	Trial Exams
Term 4	External Examination: Examination (25%)



# Modern History - General Senior Subject

## Subject Overview

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

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_modern\\_history\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_modern_history_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Investigation (25%)
Term 2	Internal Assessment 2: Investigation (25%)
Term 3	Internal Assessment 3: Examination – Extended response (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination – Extended response (25%)
Term 1	Internal Assessment 2: Investigation (25%)
Term 2	Internal Assessment 3: Investigation (25%)
Term 3	Trial Exams
Term 4	External Examination: Examination (25%)

# Geography- General Senior Subject

## Subject Overview

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales. In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, responding to land cover transformations, and planning for population change. This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_geography\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_geography_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Investigation – Combination response (25%)
Term 2	Internal Assessment 2: Field report (25%)
Term 3	Internal Assessment 3: Data Report (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Investigation – Combination response (25%)
Term 1	Internal Assessment 2: Field Report (25%)
Term 2	Internal Assessment 3: Data Report (25%)
Term 3	Trial Exams
Term 4	External Examination: Examination (25%)

# Philosophy and Reason - General Senior Subject

## Subject Overview

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_philosophy\\_reason\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_philosophy_reason_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Extended response (25%)
Term 2	Internal Assessment 2: Investigation (25%)
Term 3	Internal Assessment 3: Investigation (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination – Extended response (25%)
Term 1	Internal Assessment 2: Investigation (25%)
Term 2	Internal Assessment 3: Investigation (25%)
Term 3	Trial Exam
Term 4	External Examination: Examination (25%)

# Business Academy

## Accounting - General Senior Subject

### Subject Overview

Accounting gives you the tools to understand how money is earned, spent, managed, and reported — in businesses, government, and your own life. It is essential for anyone interested in business, and or entrepreneurship.

In Accounting, you will:

- Learn how to record and process financial transactions accurately
- Prepare and interpret key financial statements
- Understand key concepts like profit, cash flow, assets, liabilities, return on investment and equity
- Apply accounting standards such as accrual accounting and GST requirements
- Use spreadsheets to track, present and report financial information
- Analyse financial data to evaluate business performance
- Solve real-world problems and make informed financial decisions
- Develop skills in ethical decision-making, attention to detail, and communication

Accounting develops strong numeracy, logical thinking, and problem-solving abilities. These are highly valued in a wide range of careers, from finance and business to law and public service. It also equips you with practical skills for managing your own finances effectively.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_accounting\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_accounting_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Combination response (25%)
Term 2	Internal Assessment 2: Examination – Combination response (25%)
Term 3	Internal Assessment 3: Examination – Combination response (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Project – Cash management (25%)
Term 1	Internal Assessment 2: Examination – Combination response (25%)
Term 2	Internal Assessment 3: Examination – Combination response (25%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (25%)

# Diploma of Business BSB50120 - VET Senior Subject

## Subject Overview

The BSB50120 Diploma of Business enables students to obtain a nationally recognised qualification while completing their secondary education. Delivered by Barrington College, this course provides a comprehensive introduction to the business sector and prepares students for employment across a variety of business disciplines.

In addition to enhancing employability, the Diploma can serve as a pathway to tertiary education.. This course is available to Year 11 students only, with a duration of 18 months.

Course fees are applicable, For more detailed and up to date information regarding course content, delivery, and assessment, please visit the Barrington College website:<https://www.barringtoncollege.edu.au/vet-in-schools/> or to view the brochure on Highlands <https://schoolbox.bbc.qld.edu.au/homepage/2079>

# Economics - General Senior Subject

## Subject Overview

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions.

Unit 1 of the Economics course invites students to understand how the fundamental economic concepts of scarcity, choice and opportunity cost compel individuals, businesses and governments to make decisions about how best to allocate resources among competing needs. Students analyse the factors that impact on the economy through the circular flow of income model and investigate the price mechanism as a model for the efficient allocation of resources. Unit 2 explores the imperfections within markets and the economic concept that markets do not always deliver socially desirable or efficient outcomes. They investigate the causes and effects of market failure and the measures and strategies that may be used to modify markets in attempts to maximise economic and social well-being. Assessment in Units 1 and 2 is formative in nature.

In Unit 3, students focus on the complex ideas and relationships underlying the international economy and the impact that these have on Australia's domestic economy and decision-making. In Unit 4 students concentrate on the practical application of the Australian Government's domestic macroeconomic objectives. They investigate the performance of the economy by focusing on the economic cycle and analysing a variety of economic indicators to evaluate economic performance and budget stances. Available policy instruments are analysed and evaluated to make decisions about the relevant policy mix with reference to the current economic climate.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_economics\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_economics_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Combination response (25%)
Term 2	Internal Assessment 2: Investigation (25%)
Term 3	Internal Assessment 3: Examination – Extended response to stimulus (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Project – Examination – Combination response (25%)
Term 1	Internal Assessment 2: Examination – Investigation (25%)
Term 2	Internal Assessment 3: Examination – Examination -Extended response to stimulus (25%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (25%)



# Legal Studies - General Senior Subject

## Subject Overview

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

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_legal\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_legal_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination - Combination response (25%)
Term 2	Internal Assessment 2: Investigation inquiry report (25%)
Term 3	Internal Assessment 3: Examination - Combination response (50%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination - Combination response (25%)
Term 1	Internal Assessment 2: Investigation inquiry report (25%)
Term 2	Internal Assessment 3: Investigation analytical essay (25%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (25%)

# Languages

## Chinese - General Senior Subject

### Subject Overview

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

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_chinese\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_chinese_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Short Response (20%)
Term 2	Internal Assessment 2: Examination – Extended response (25%)
Term 3	Internal Assessment 3: Examination –Multimodal presentation and interview (30%)
Units 3 & 4	
Term 4	Internal Assessment 1: Project – Examination - Short response (20%)
Term 1	Internal Assessment 2: Examination – Examination - Extended response (25%)
Term 2	Internal Assessment 3: Multimodal presentation and interview (30%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (25%)

# French - General Senior Subject

## Subject Overview

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from French-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_french\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_french_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Short Response (20%)
Term 2	Internal Assessment 2: Examination – Extended response (25%)
Term 3	Internal Assessment 3: Examination – Multimodal presentation and interview (30%) Internal Assessment 4: Trial Exam – Combination response (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Project – Examination - Short response (20%)
Term 1	Internal Assessment 2: Examination – Examination - Extended response (25%)
Term 2	
Term 3	Internal Assessment 3: Examination – Multimodal presentation and interview (30%) Trial Exam
Term 4	External Examination: Examination - Combination response (25%)

# Japanese - General Senior Subject

## Subject Overview

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

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_japanese\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_japanese_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Short Response (20%)
Term 2	Internal Assessment 2: Examination – Extended response (25%)
Term 3	Internal Assessment 3: Examination –Multimodal presentation and interview (30%)
Units 3 & 4	
Term 4	Internal Assessment 1: Project – Examination - Short response (20%)
Term 1	Internal Assessment 2: Examination – Examination - Extended response (25%)
Term 2	Internal Assessment 3: Multimodal presentation and interview (30%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (25%)

# Mathematics

## Specialist Mathematics - General Senior Subject

### Subject Overview

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

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

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

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

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_maths\\_specialist\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_specialist_25_syll.pdf)

Units 1 & 2	
Term 1	
Term 2	Internal Assessment 1 - Unit 1 Examination (50%)
Term 3	Internal Assessment 2 - Unit 2 Examination (50%)
Units 3 & 4	
Term 4	
Term 1	Internal Assessment 2 – Unit 3 Examination (15%)
Term 2	Internal Assessment 1 - Problem Solving Modelling Task (20%)
Term 3	Internal Assessment 3 – Unit 4 Examination (15%) Trial Exam
Term 4	



# Mathematics Methods - General Senior Subject

## Subject Overview

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

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

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

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

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_maths\\_methods\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_methods_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1 - Problem Solving Modelling Task (20%)
Term 2	Internal Assessment 2 – Unit 1 Examination (30%)
Term 3	Internal Assessment 3 – Unit 2 Examination (50%)
Units 3 & 4	
Term 4	Internal Assessment 1 - Problem Solving Modelling Task (20%)
Term 1	Internal Assessment 2 – Unit 3 Examination (15%)
Term 2	-
Term 3	Internal Assessment 3 – Unit 4 Examination (15%) Trial Exam
Term 4	External Examinations (50%)

# General Mathematics - General Senior Subject

## Subject Overview

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

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

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

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

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_maths\\_general\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_general_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1 - Problem Solving Modelling Task (20%)
Term 2	Internal Assessment 2 – Unit 1 Examination (30%)
Term 3	Internal Assessment 3 – Unit 2 Examination (50%)
Units 3 & 4	
Term 4	Internal Assessment 1 - Problem Solving Modelling Task (20%)
Term 1	Internal Assessment 2 – Unit 3 Examination (15%)
Term 2	-
Term 3	Internal Assessment 3 – Unit 4 Examination (15%)
Term 4	External Examinations (50%)

# Essential Mathematics - Applied Senior Subject

## Subject Overview

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ess\\_maths\\_25\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_maths_25_app_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1 – In-Class Quizzes (25%)
Term 2	Internal Assessment 2 - Problem Solving Modelling Task (25%)
Term 3	Internal Assessment 3 - Problem Solving Modelling Task (25%) Internal Assessment 4 – Examination (25%)
Units 3 & 4	
Term 4	Internal Assessment 1 - Problem Solving Modelling Task (25%)
Term 1	
Term 2	Common Internal Assessment – Examination (25%)
Term 3	Internal Assessment 2 - Problem Solving Modelling Task (25%) Internal Assessment 3 – Examination (25%)
Term 4	

# Science

## Biology - General Senior Subject

### Subject Overview

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.

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

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_biology\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_biology_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Data (10%)
Term 2	Internal Assessment 2: Examination (25%) Internal Assessment 3: Student Experiment (20%)
Term 3	Internal Assessment 4: Research Investigation (20%) Internal Assessment 5: Examination (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination – Data (10%)
Term 1	Internal Assessment 2: Student Experiment (20%)
Term 2	Internal Assessment 3: Research Investigation (20%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (50%)

# Chemistry - General Senior Subject

## Subject Overview

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.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_chemistry\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_chemistry_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Data (10%)
Term 2	Internal Assessment 2: Examination (25%) Internal Assessment 3: Research Investigation (20%)
Term 3	Internal Assessment 4: Student Experiment (20%) Internal Assessment 5: Examination (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination – Data (10%)
Term 1	Internal Assessment 2: Student Experiment (20%)
Term 2	Internal Assessment 3: Research Investigation (20%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (50%)

# Physics - General Senior Subject

## Subject Overview

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.

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.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_physics\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_physics_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Data (10%)
Term 2	Internal Assessment 2: Examination (25%) Internal Assessment 3: Student Experiment (20%)
Term 3	Internal Assessment 4: Research Investigation (20%) Internal Assessment 5: Examination (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination – Data (10%)
Term 1	Internal Assessment 2: Student Experiment (20%)
Term 2	Internal Assessment 3: Research Investigation (20%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (50%)



# Psychology - General Senior Subject

## Subject Overview

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

Psychology aims to develop students’:

- Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- Appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- Ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- Ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- Ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_psychology\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_psychology_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Examination – Data (10%)
Term 2	Internal Assessment 2: Examination (25%) Internal Assessment 3: Student Experiment (20%)
Term 3	Internal Assessment 4: Research Investigation (20%) Internal Assessment 5: Examination (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Examination – Data (10%)
Term 1	Internal Assessment 2: Student Experiment (20%)
Term 2	Internal Assessment 3: Research Investigation (20%)
Term 3	Trial Exam
Term 4	External Examination: Examination - Combination response (50%)

# Science in Practice - Applied Senior Subject

## Subject Overview

Science in Practice is an Applied senior subject that enables students to engage with scientific concepts through practical and real-world applications. The course emphasizes the development of scientific knowledge, understanding, and skills to investigate and solve problems in everyday contexts. It is designed to foster scientific literacy and empower students to make informed decisions about local, national, and global issues.

This subject is particularly suited to students aiming for vocational education and training pathways or direct entry into the workforce. It contributes to the Queensland Certificate of Education (QCE) and may contribute to the Australian Tertiary Admission Rank (ATAR) calculation, depending on individual student learning accounts .

## Course Structure

The course is structured into four units from the unit options below.

Unit Options:

- Consumer Science: Explores the role and impact of biology and chemistry in product development, use, and disposal, including studies on microorganisms in food and environmental conditions affecting their growth.
- Environmental Science: Investigates ecological concepts and the effects of human activities on ecosystems, with opportunities to engage in citizen science projects.
- Forensic Science: Examines scientific processes used in forensic investigations, including the analysis of crime scene evidence such as fingerprints, DNA profiles, and blood spatter patterns.
- Disease: Focuses on the increasing prevalence of diseases such as allergies, asthma, cancer, and diabetes, and explores factors contributing to these trends.
- Science for the Workplace: Applies scientific principles to workplace contexts, emphasizing safety, efficiency, and innovation.
- Technology and Design: Investigates the application of scientific knowledge in technological advancements and design processes.
- Science of Sport and Recreation: Applies scientific concepts to sports and recreational activities, including biomechanics and physiology.
- Science of Food: Explores the science behind food production, preservation, and nutrition.
- Science of Medicine: Investigates medical technologies, diagnostics, and treatments from a scientific perspective.
- Science of Materials: Studies the properties and applications of various materials in different contexts.
- Science of Energy: Examines energy sources, transformations, and sustainability considerations.
- Science of Space: Explores astronomical concepts and the science behind space exploration.

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_science\\_prac\\_24\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_science_prac_24_app_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Applied investigation
Term 2	Internal Assessment 2: Practical project
Term 3	Internal Assessment 3: Applied investigation
Term 4	Internal Assessment 4: Practical project
Units 3 & 4	
Term 1	Internal Assessment 1: Applied investigation
Term 2	Internal Assessment 2: Practical project
Term 3	Internal Assessment 3: Applied investigation
Term 4	Internal Assessment 4: Practical project

# Technology

## Digital Solutions - General Senior Subject

### Subject Overview

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students 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.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

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

### Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_digital\\_solutions\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_digital_solutions_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Technical proposal (25%)
Term 2	
Term 3	Internal Assessment 2: Project (25%)
Units 3 & 4	
Term 4	Internal Assessment 1: Digital Solution (25%)
Term 1	Internal Assessment 2: Technical proposal (25%)
Term 2	Internal Assessment 3: Digital Solution (25%)
Term 3	Trial Exam
Term 4	External Examination: Examination –Combination response (25%)

### Prerequisite

This course assumes students have either completed a Year 10 semester course or have developed sufficient coding skills to support undertaking this course. For the latter, it is advised to speak with the Head of Department.

# Design - General Senior Subject

## Subject Overview

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

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

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

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_design\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_design_25_syll.pdf)

Units 1 & 2	
Term 1	Internal Assessment 1: Design challenge (20%)
Term 2	
Term 3	Internal Assessment 2: Project (30%) Internal Assessment 3: Design challenge (50%)
Units 3 & 4	
Term 4	Internal Assessment 1: Design challenge (20%)
Term 1	Internal Assessment 2: Project (30%)
Term 2	
Term 3	Internal Assessment 3: Project (25%) Trial Exam
Term 4	External Examination: Examination – Extended response (25%)

# Engineering - General Senior Subject

## Subject Overview

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. 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 transferable 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. Engineering is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

## Course Structure

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_engineering\\_25\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_engineering_25_syll.pdf)

## Prerequisite

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

Units 1 & 2	
Term 1	
Term 2	Internal Assessment 1: Engineered solution (25%) Internal Assessment 2: Examination – Combination response (25%)
Term 3	Internal Assessment 3: Engineered solution (25%) Internal Assessment 4: Examination - Combination response (25%)
Units 3 & 4	
Term 4	
Term 1	Internal Assessment 1: Engineered solution (25%) Internal Assessment 2: Examination - Combination response (25%)
Term 2	
Term 3	Internal Assessment 3: Engineered solution (25%) Trial Exam
Term 4	External Examination: Examination – Combination response (25%)

# Industrial Technology Skills - Applied Senior Subject

## Subject Overview

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries. The industry areas studied at Brisbane Boys' College are engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics - 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available.

## Course Structure

The Industrial Technology Skills course is designed around core and elective topics.

### Core topics

- Industry practices
- Production processes

### Elective topics

- Cabinet-making
- Furniture finishing
- Furniture-making
- Welding and Fabrication

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_ind\\_tech\\_24\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ind_tech_24_app_syll.pdf)

## Assessment:

- Project (digital portfolio and product)
- Practical demonstration



# Engineering Skills - Applied Senior Subject

## Subject Overview

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics — ‘Industry practices’ and ‘Production processes’. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

A course of study in Engineering Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

## Course Structure

The Engineering Skills course is designed around core and elective topics.

Core topics

- Industry practices
- Production processes

Elective topics

- Fitting and machining
- Sheet metal working
- Welding and fabrication

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_eng\\_24\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_eng_24_app_syll.pdf)

## Assessment

- Project (digital portfolio and product)
- Practical demonstration

# Furnishing Skills - Applied Senior Subject

## Subject Overview

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics - 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

## Course Structure

The Furnishing Skills course is designed around core and elective topics.

### Core topics

- Industry practices
- Production processes

### Elective topics

- Cabinet-making
- Furniture finishing
- Furniture-making
- Upholstery

[https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr\\_furnishing\\_24\\_app\\_syll.pdf](https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_furnishing_24_app_syll.pdf)

## Assessment

- Project (digital portfolio and product)
- Practical demonstration



## BRISBANE BOYS' COLLEGE

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THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION TRADING AS BRISBANE BOYS' COLLEGE

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