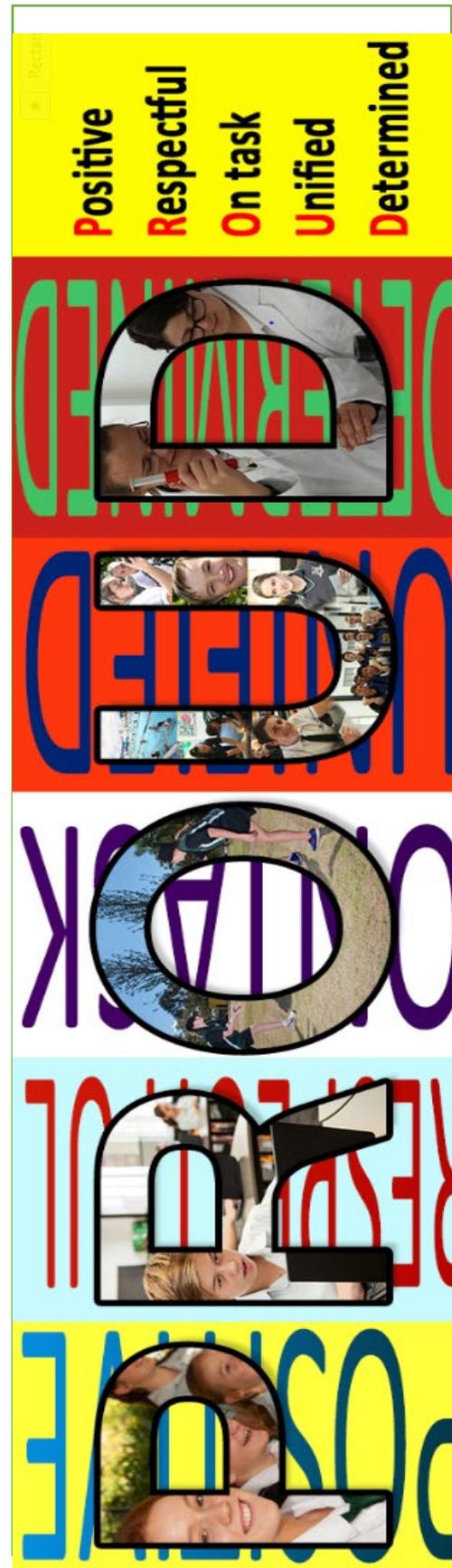


# Wynnum State High School

Excellence | Tradition | Community



# SUBJECT HANDBOOK YEAR 11 – 2023



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	Mathematics	Ms Sonya Litte	3906 7351
	Science	Ms Natalie Quinn	3906 7303
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	Tuckshop/Uniform Shop	Mrs Helen Vine	3906 7332

The school has a full-time teaching staff of approximately 80 which includes a Teacher Librarian as well as a School Chaplain, Part-time Instrumental Music teachers, Administrative Officers, Scientific Assistants, Teacher Aides, Youth Health Nurse and a Computer Technician. A Facilities Officer, a Groundsman and cleaning staff make up the community of Wynnum High.

## **Term Dates 2023**

<b>Term 1</b>	School commences	all year levels	23 January
	School finishes	all year levels	31 March
<b>Term 2</b>	School commences	all year levels	17 April
	School finishes	all year levels	23 June
<b>Term 3</b>	School commences	all year levels	10 July
	School finishes	all year levels	15 September
<b>Term 4</b>	School commences	all year levels	3 October
	School finishes	Year 12	17 November
		Year 10 and Year 11	24 November
		Year 7, Year 8 and Year 9	8 December

## Welcome to Years 11 and 12 at Wynnum State High School



Dear Parents and Students

At Wynnum State High School we focus on collaboratively working to improve student engagement and to optimise student potential. Strategies have been developed to help students enjoy school thus resulting in our students learning more effectively.

Wynnum State High School – A PROUD School, reflects the values of:

- ✓ Positive    ✓ Respectful    ✓ On task    ✓ Unified    ✓ Determined

Our school community provides a safe, ordered and supportive learning environment where:

- students share the responsibility for their own learning
- the relationships within the school community are cooperative, respectful and positive
- students are encouraged to develop self-discipline by accepting responsibility for their own learning and behaviour
- all members of the school community show courtesy to each other
- student and teacher rights are protected
- parental support is encouraged
- everyone models acceptable and appropriate behaviour.

Our curriculum aims are to:

- offer a strong academic pathway for all students
- facilitate a deep understanding of each student's individual future pathway
- offer diverse pathways for students to gain their Queensland Certificate of Education (QCE)
- widen the range of subject choices to the Senior School to enhance student engagement.

Under the Queensland Government's Education and Training Reform for the Future (ETRF) legislation, it is compulsory for students to stay at school until they finish Year 10 or have turned 16, whichever comes first. The ETRF legislation then requires that students must participate in education and training for:

- a further two years; or
- until they have gained a Senior Statement; or
- until they have gained a Certificate III vocational qualification; or
- until they have turned 17.

Alternatively, after completing their compulsory schooling, young people are able to enter the workforce, as long as they are in paid work for at least 25 hours a week.

The Senior School curriculum at Wynnum State High School is flexible enough to allow students to undertake a course of study leading to multiple career pathways. Attaining an Australian Tertiary Admission Rank (ATAR) is only one pathway. Many students who choose to attain an ATAR also undertake nationally-recognised vocational certificates, and/or complete a school-based traineeship/apprenticeship.

We believe it is essential to give students the best opportunities to make informed and thoughtful subject choices. Year 10 students have been studying possible career options in their weekly Pastoral Care class and they have also received a number of presentations about tertiary study and career pathways.

We wish each student all the very best in making the most of their Senior Schooling journey and look forward to productive partnerships between staff and our school community.

Regards

Rick O'Connor  
Principal



## **PATHWAYS – Planning your pathway through the Senior School**

Wynnum State High School students are required to consider their options and plan for a pathway. Students must consider their pathway before making any decisions.

### **PATHWAY 1 – ATAR (Australian Tertiary Admission Rank)**

This pathway is suitable for students who wish to gain entry to university through their academic performance in school-based subjects.

#### **What is an ATAR?**

An ATAR is the primary mechanism for Queensland's school leavers to seek entry into tertiary study. It aligns Queensland with the rest of Australia and allows greater interstate student mobility.

An ATAR indicates a student's position in relation to other students. The ATAR is expressed on a 2000-point scale, from 99.95 down to 0.00, in increments of 0.05. ATARs less than 30.00 will be expressed as "30.00 and below".

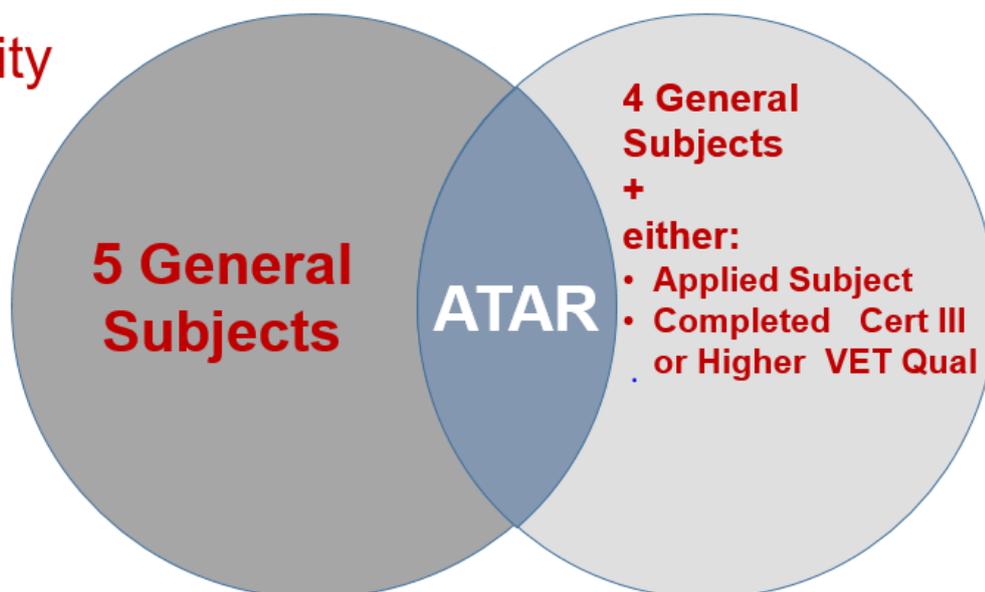
Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating and issuing ATARs throughout Queensland.

An ATAR will be based on a student's best five subjects, which can either be:

- five General subjects; or
- four General subjects, plus one Applied subject; or
- four General subjects, plus one vocational education and training qualification at Certificate III or above.

Students will have to satisfactorily complete an English subject to be eligible for an ATAR, but their English result will not be a mandatory inclusion in the calculation of their ATAR. (Please refer to university course pre-requisites.)

## **Eligibility**



### **Curriculum Organisation of General Subjects**

Each General subject will comprise four units of study. Typically, Units 1 and 2 will be studied in Year 11 and Units 3 and 4 in Year 12. Units 1 and 2 provide the foundational knowledge, understanding and skills for Units 3 and 4. The assessment outcomes from Units 1 and 2 are formative and provide feedback to students on their progress in the course of study. The results from Units 3 and 4 are summative and will be used in the calculation of a student's final result for each subject and their ATAR.

## Assessment of General Subjects

	Units 1 and 2	Units 3 and 4
How many assessment items can be expected?	At least two (2), but no more than four (4) assessment items	Three (3) school-based assessment items and One (1) external exam ***
How will progress be reported to students and parents?	A – E level and descriptive statement	A – E level and descriptive statement after Unit 3 (school report)  A – E level and numerical score after Units 3 and 4 completed (QCAA Senior Statement)
Will the assessment be used in the calculation of final subject result?	Units 1 and 2 assessment is formative so is not used in the calculation of the final result of each subject.	Yes. Units 3 and 4 assessment is summative and will be used in the calculation of the final result for each subject.
Will the assessment be used in the calculation of ATAR?	No, as Units 1 and 2 assessment is formative, it will not be used in the calculation of a student's ATAR.	Yes, the final numerical score for each subject will be used in the calculation of an ATAR.

\*\*\*The results of the three school-based assessment items will be combined with the external assessment to derive a final subject result. School-based assessment will generally contribute 75% to a student's final subject result. However, in maths and science subjects, the school-based assessment will contribute 50% of the final result.

### **PATHWAY 2 – NON-ATAR**

This pathway is generally suitable for students who wish to gain entry to TAFE or those who wish to enter the workforce as a trainee, apprentice or employee. Applied subjects and VET Certificate subjects are generally less academic and more practically oriented than General subjects.

It should be noted however, those applicants seeking tertiary entrance who do not qualify for an ATAR will be able to take advantage of the significant number of courses offered by Queensland institutions which do not require an ATAR for entry. Some VET certificates will allow students direct entry into tertiary study. In addition, pathways exist into diploma and advanced diploma study through TAFE and with private providers for school leavers without an ATAR.

### **Curriculum Organisation of Applied Subjects**

The curriculum for each Applied subject is organised in a similar manner to General subjects. Each Applied subject will comprise four units of study and typically, Units 1 and 2 will be studied in Year 11 and Units 3 and 4 in Year 12. Units 1 and 2 are designed to allow students to begin their engagement with the course content, ie 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.

## Assessment of Applied Subjects

	Units 1 and 2	Units 3 and 4
How many assessment items can be expected?	At least two (2), but no more than four (4) assessment items	Four (4) school-based assessment items
How will progress be reported to students and parents?	A – E level and descriptive statement	A – E level and descriptive statement after Unit 3 (school report)  A – E level after Units 3 and 4 completed (QCAA Senior Statement)
Will the assessment be used in the calculation of final subject result?	Units 1 and 2 assessment is formative so is not used in the calculation of the final result of each subject.	Yes. Units 3 and 4 assessment is summative and will be used in the calculation of the final result for each subject.
Will the assessment be used in the calculation of ATAR?	Units 1 and 2 assessment is formative so is not used in the calculation of an ATAR.	No more than ONE result in an Applied subject (from Units 3 and 4) can be used in the calculation of an ATAR.

## Curriculum Organisation for each Vocational Education and Training (VET) certificate?

VET certificate subjects carry national accreditation at the specific certificate level, eg Certificate II, Certificate III. Each VET certificate is comprised of a number of units of competency.

## Assessment of VET Certificate Subjects

	VET Certificates
How many assessment items can be expected?	This will vary depending on the particular certificate. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in a workplace.
How will progress be reported to students and parents?	For all VET certificates, assessment is competency-based and therefore no levels of achievement are awarded. Prior to the end of Year 12, students will be reported as either, Competency Achieved, Working Towards Competency or Competency Not Achieved.
Will the assessment be used in the calculation of final subject result?	At the end of Year 12, the competencies achieved for each VET certificate will be listed on a student's Senior Statement. Official VET certificates will also be issued for each qualification awarded.
Will the assessment be used in the calculation of an ATAR?	One certificate at a level III or above may contribute to an ATAR however, Certificates I and II do not contribute to an ATAR.

## **SELECTING SUBJECTS – BEFORE YOU START**

1. Determine your pathway through Years 11 and 12
2. Understand the QCE requirements that need to be met in your subject choices
3. Check the QTAC Tertiary Pre-requisites 2025 online at [www.qtac.edu.au/atar-my-path/my-path](http://www.qtac.edu.au/atar-my-path/my-path)

It is very important that parents and students make carefully-considered subject choices.

## **SELECTING SUBJECTS – GUIDELINES**

- Students in the senior school study **six (6) subjects**
- The subjects you choose should include subjects which:
  - You enjoy
  - You have experienced past success with
  - May lead to your preferred career path/s
  - Optimise opportunities to reach your potential
- English or Essential English *is a compulsory subject and* must be chosen. Please note that students who choose General subjects are **strongly advised** to choose English
- A Mathematics subject **must** be chosen
- Students choosing Specialist Mathematics **must** also choose Mathematical Methods
- Students who undertake a traineeship or a TAFE course may negotiate to study only 5 subjects. The negotiation will be dependent upon the work commitments of the traineeship and **usually only occurs after the completion of Year 11.**

## **SELECTING SUBJECTS – SUBMITTING YOUR FINAL CHOICES**

Final subject choices are submitted online through OneSchool as a part of the student's SET Plan. The OneSchool website is <https://oslp.eq.edu.au> and students are required to have their school ID and password to access the site.

To avoid disappointment, it is important that online subject selection is submitted on time.

## **SELECTING SUBJECTS – IMPORTANT NOTES**

- Subjects listed in this guide are dependent upon student numbers, teacher availability, resourcing and QCAA requirements. In the event that a subject cannot run, or is oversubscribed, a student may be required to study their second preference.
- VET subjects require specifically trained teachers and equipment. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

Please refer to Wynnum State High School's website ([www.wynnumshs.eq.edu.au](http://www.wynnumshs.eq.edu.au)) for further information about matters concerning the Senior School. This includes information on:

- Queensland Certificate of Education (QCE)
- Senior Statement
- School-based Apprenticeships and Traineeships
- Work Placement
- Senior PROUD Support Program

Further information is also available on the Queensland Curriculum and Assessment Authority (QCAA) website <https://www.qcaa.qld.edu.au/>

Wynnum State High School offers the following senior General subjects, Applied subjects and stand-alone vocational certificates.

<b>General Subjects</b>	
Accounting	Ancient History
Biology	Business
Chemistry	Dance
English	Film, Television and New Media
French	Geography
Legal Studies	General Mathematics
Mathematical Methods	Specialist Mathematics
Modern History	Music
Music Extension (Yr 12 only)	Physical Education
Physics	Visual Art

<b>Applied Subjects</b>	
Aquatic Practices	Early Childhood Studies
Essential English	Essential Mathematics
Media Arts in Practice	Music in Practice
Social and Community Studies	Sport and Recreation
Visual Arts in Practice	

<b>Stand-alone Vocational Certificates</b>	
Certificate II in Applied Digital Technologies – ICT20120	Certificate III in Business – BSB30120
Certificate III in Education Support – CHC30221 *subject to QCAA approval	Certificate II in Engineering Pathways – MEM20413 and Certificate II in Construction Pathways – CPC20211
Certificate III in Fitness – SIS30315	Certificate III in Hospitality – SIT30616
Certificate III in Laboratory Skills – MSL30118 *subject to QCAA approval	Certificates III in Sport and Recreation – SIS20115 and SIS30115

**PLEASE NOTE: Subjects listed in this guide are dependent upon student numbers, teacher availability, resourcing and QCAA requirements. In the event a subject cannot run, or is oversubscribed, a student may be required to study their second preference.**

#### **INCLUSIVE EDUCATION - Policy statement**

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

The department has high expectations of all students, recognising that, with the right support, all students can succeed.

# General Subjects

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.

General subjects:

- ▶ are used in the calculation of an ATAR
- ▶ are recorded on the Senior Statement
- ▶ contribute towards the Queensland Certificate of Education (QCE)

# Accounting

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

## Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

## Objectives

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

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"><li>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li><li>• End-of-month reporting for a service business — no GST</li></ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"><li>• Accounting for a trading GST business</li><li>• End-of-year reporting for a trading GST business</li></ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"><li>• Managing resources for a trading GST business</li><li>• Fully classified financial statement reporting for a trading GST business</li></ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"><li>• Cash management</li><li>• Complete accounting process for a trading GST business</li><li>• Performance analysis of a public company</li></ul>

## Assessment

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

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — cash management</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	25%

## Prerequisites

Students must have attained at least a 'C' in both Year 10 Mathematics and Year 10 English.

# Ancient History

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They also investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

## Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

## Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Weapons and warfare</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Perikles</li> <li>• Boudica</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Philip II and Alexander III of Macedon</li> </ul>	<b>People, power and authority</b> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## Assessment

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

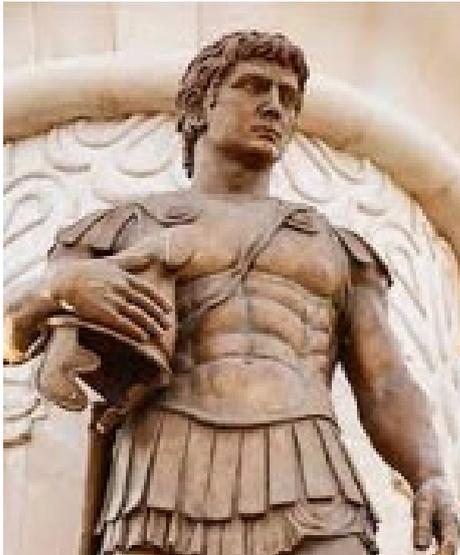
In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — essay in response to historical sources</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — historical essay based on research</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — independent source investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short responses to historical sources</li></ul>	25%

## Prerequisites

Students must have attained at least a 'B' in Year 10 English and a 'C' in Year 10 History.



# Biology

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Multicellular organisms</li></ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"><li>• Homeostasis</li><li>• Infectious diseases</li></ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"><li>• Describing biodiversity</li><li>• Ecosystem dynamics</li></ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"><li>• DNA, genes and the continuity of life</li><li>• Continuity of life on Earth</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

## Prerequisite

Students must achieve a 'B' in Year 10 English, and a 'B' in Year 10 Science (Core or Extension).

# Business

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

## Pathways

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

## Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"><li>• Fundamentals of business</li><li>• Creation of business ideas</li></ul>	<b>Business growth</b> <ul style="list-style-type: none"><li>• Establishment of a business</li><li>• Entering markets</li></ul>	<b>Business diversification</b> <ul style="list-style-type: none"><li>• Competitive markets</li><li>• Strategic development</li></ul>	<b>Business evolution</b> <ul style="list-style-type: none"><li>• Repositioning a business</li><li>• Transformation of a business</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — feasibility report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — business report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Prerequisite

Students must have achieved at least a 'B' in Year 10 English.

# Chemistry

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

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## Pathways

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

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

## Prerequisite

Students must achieve a 'B' in Year 10 English, and a 'B' in Year 10 Science (Core or Extension).

# Dance

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## Pathways

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

## Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– meaning, purpose and context</li><li>– historical and cultural origins of focus genres</li></ul></li></ul>	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– physical dance environments including site-specific dance</li><li>– virtual dance environments</li></ul></li></ul>	<b>Moving statements</b> How is dance used to communicate viewpoints? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– Contemporary</li><li>– at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– social, political and cultural influences on dance</li></ul></li></ul>	<b>Moving my way</b> How does dance communicate meaning for me? <ul style="list-style-type: none"><li>• Genres:<ul style="list-style-type: none"><li>– fusion of movement styles</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>– developing a personal movement style</li><li>– personal viewpoints and influences on genre</li></ul></li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

## Prerequisites

Students have passed Year 10 English with at least a 'C'.

Students have studied Dance in Year 10 and received a 'C' or higher overall or; students have dance experience outside school or within the Wynnum SHS Dance Troupe.



Dance benefits health, social inclusion, disability and aged care.

**Fitness, improved health, social inclusion, self-expression and creative challenges.**

Dance is valued by all cultures as a way of expressing feelings, thoughts and story telling through movement.

*... The opportunity is huge for dance to be a valued part of every person's education, offering creative, healthy and stimulating experiences for all Australians throughout their lives. (Dance Plan 2012)*

# English

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

Students 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.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"><li>• Examining and creating perspectives in texts</li><li>• Responding to a variety of non-literary and literary texts</li><li>• Creating responses for public audiences and persuasive texts</li></ul>	<b>Texts and culture</b> <ul style="list-style-type: none"><li>• Examining and shaping representations of culture in texts</li><li>• Responding to literary and non-literary texts, including a focus on Australian texts</li><li>• Creating imaginative and analytical texts</li></ul>	<b>Textual connections</b> <ul style="list-style-type: none"><li>• Exploring connections between texts</li><li>• Examining different perspectives of the same issue in texts and shaping own perspectives</li><li>• Creating responses for public audiences and persuasive texts</li></ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"><li>• Engaging with literary texts from diverse times and places</li><li>• Responding to literary texts creatively and critically</li><li>• Creating imaginative and analytical texts</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the summative assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

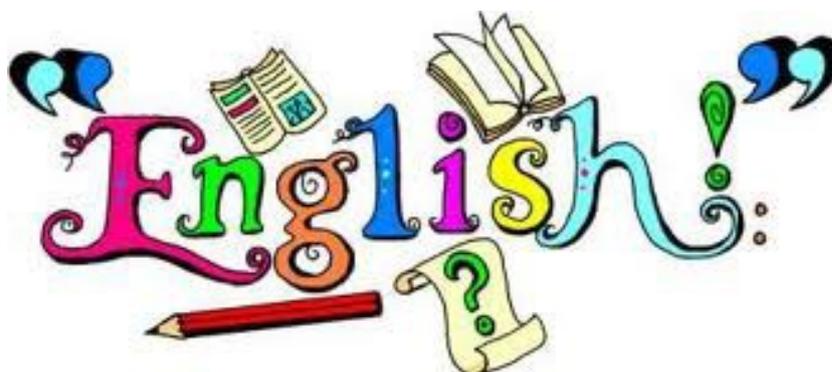
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Examination ss— imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%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

## Texts studied

Year 11	Year 12
<ul style="list-style-type: none"> <li>• The Crucible (play)</li> <li>• Various media/pop culture texts</li> <li>• Australian poetry</li> <li>• A selection of short stories</li> <li>• The Secret River (novel)</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Gatsby (novel)</li> <li>• Film study</li> <li>• Various media/pop culture texts</li> <li>• A selection of poetry</li> <li>• A selection of short stories</li> <li>• Macbeth (play)</li> </ul>

## Prerequisite

Students who wish to study Senior English should have achieved at least 'B' in Year 10 English.



# Film, Television and New Media

Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How are tools and associated processes used to create meaning?</li> <li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li> <li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li> </ul>	<p><b>Story forms</b></p> <ul style="list-style-type: none"> <li>• Concept: representations How do representations function in story forms?</li> <li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li> <li>• Concept: languages How are media languages used to construct stories?</li> </ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do technologies enable or constrain participation?</li> <li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Concept: technologies How do media artists experiment with technological practices?</li> <li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li> <li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

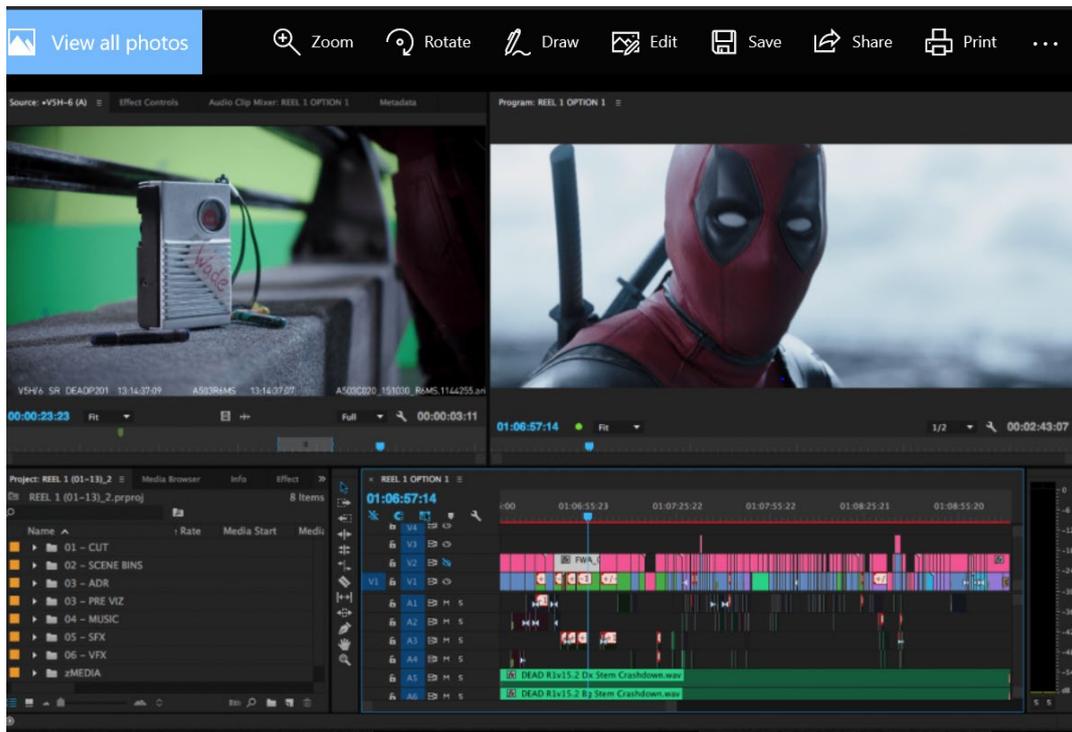
## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

## Prerequisites

Students have passed Year 10 English with a 'B'.

Students have studied Year 10 Media Studies and received at least a 'C' in all components of the course i.e. making and responding.



# French

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

Students communicate with people from French-speaking communities to 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.

## Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

## Objectives

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

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie My world</b> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul>	<b>L'exploration du monde Exploring our world</b> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of French culture to the world</li></ul>	<b>Notre société Our society</b> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul>	<b>Mon avenir My future</b> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Prerequisite

Students need to have at least a 'B' result in Year 10 French and a 'C' in Year 10 English.

# Geography

Geography focuses on the significance of 'place' and 'space' in understanding our world. 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 investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

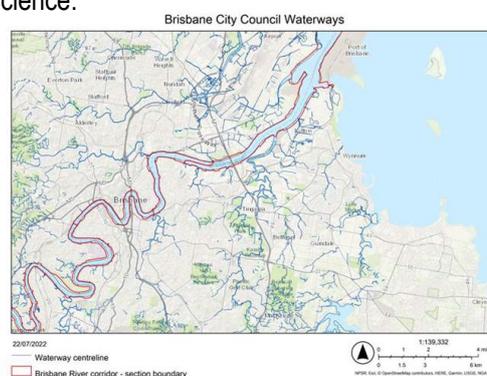
## Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

## Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.



## Structure

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

## Assessment

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

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

## Summative assessments

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

## Prerequisite

Students need to have at least a 'B' result in Year 10 English.

# Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## Pathways

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

## Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

## Structure

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Prerequisite

Literacy in Legal Studies demands skills in research, comprehension, analysis, synthesis and presentation of information and ideas. Therefore, only students who have obtained at least a 'B' in Year 10 English can take this subject.

# Maths (General Mathematics)

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.

## Pathways

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

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

## Structure

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

## Assessment

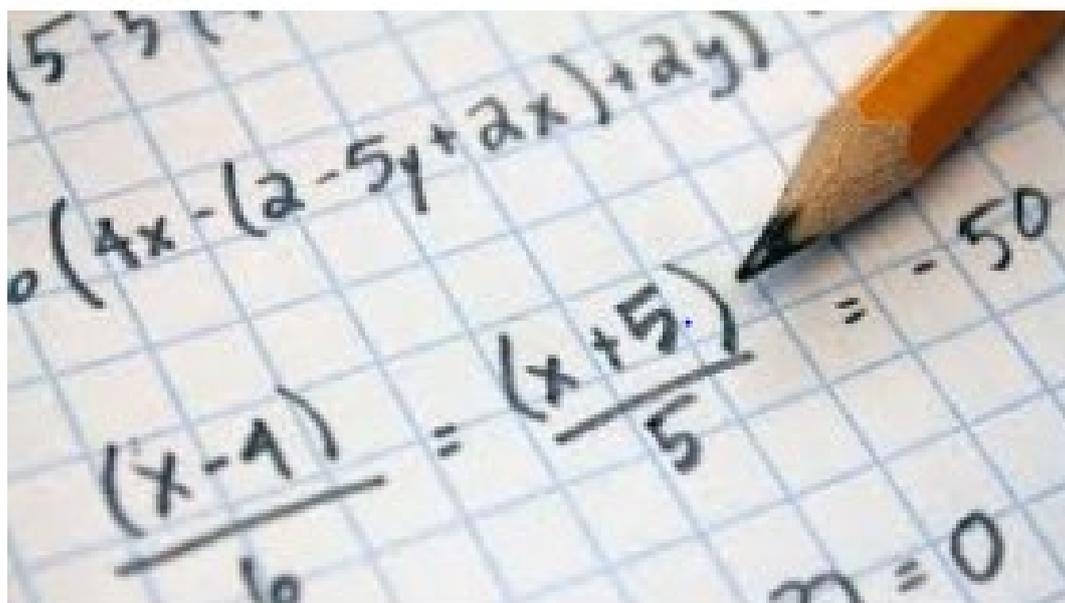
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			
Paper One – 25% Simple familiar (scientific calculator only)			
Paper Two – 25% Simple familiar, complex familiar and complex unfamiliar (scientific calculator only)			

## Prerequisite

Students must achieve at least a 'B' in Year 10 Core Mathematics or 'C' in Extension Mathematics. Students will need to work consistently to obtain success.



# Maths (Mathematical Methods)

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.

## Pathways

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

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"><li>• Arithmetic and geometric sequences and series 1</li><li>• Functions and graphs</li><li>• Counting and probability</li><li>• Exponential functions 1</li><li>• Arithmetic and geometric sequences</li></ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"><li>• Exponential functions 2</li><li>• The logarithmic function 1</li><li>• Trigonometric functions 1</li><li>• Introduction to differential calculus</li><li>• Further differentiation and applications 1</li><li>• Discrete random variables 1</li></ul>	<b>Further calculus</b> <ul style="list-style-type: none"><li>• The logarithmic function 2</li><li>• Further differentiation and applications 2</li><li>• Integrals</li></ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"><li>• Further differentiation and applications 3</li><li>• Trigonometric functions 2</li><li>• Discrete random variables 2</li><li>• Continuous random variables and the normal distribution</li><li>• Interval estimates for proportions</li></ul>

## Assessment

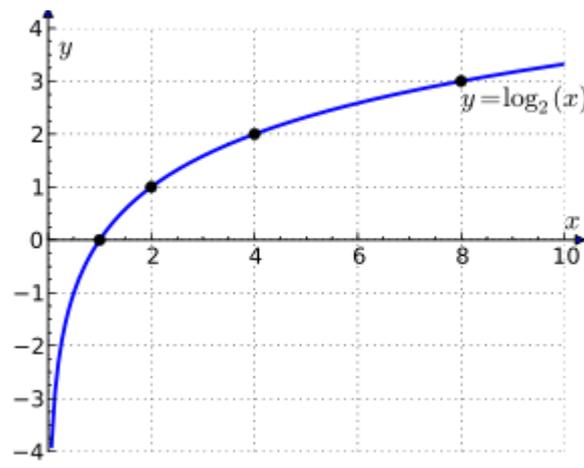
Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			
Paper One – 25% Technology free – without calculator			
Paper Two – 25% Technology active – with approved calculators			

## Prerequisite

Students must achieve at least a 'B' in Year 10 Extension Mathematics (MAX).



# Maths (Specialist Mathematics)

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who have confidence in their mathematical knowledge and ability, and have 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.

## Pathways

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

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

## Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods. At Wynnum SHS we study Specialist Maths using the Alternate Sequence curriculum. This program covers the same content but it is delivered in a different order to allow our year 11 and year 12 students to study the same material at the same time.

AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
<b>Combinatorics, vectors and mathematical induction</b> <ul style="list-style-type: none"><li>• Combinatorics</li><li>• Vectors in the plane</li><li>• Proof by mathematical induction</li><li>• Vector applications in geometry</li></ul>	<b>Further vectors, trigonometry, functions and calculus</b> <ul style="list-style-type: none"><li>• Geometric proofs using vectors</li><li>• Trigonometry and functions</li><li>• Integration and applications of integration</li><li>• Vector calculus</li></ul>	<b>Matrices, complex numbers and proof</b> <ul style="list-style-type: none"><li>• Matrices and applications of matrices</li><li>• Complex numbers 1</li><li>• Nature of proof and application of proof</li></ul>	<b>Further complex numbers, statistical inference and calculus</b> <ul style="list-style-type: none"><li>• Complex numbers 2</li><li>• Rates of change and differential equations</li><li>• Statistical inference</li></ul>

## Assessment

In the first two units undertaken by a student, they will complete four internal assessments – the three summative internal assessments and one developed by the school that reflects the technique and conditions of the external assessment. These results contribute to a student’s formative result (A – E).

In the final two units undertaken by a student, they will complete four summative assessments – three internal and one external. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

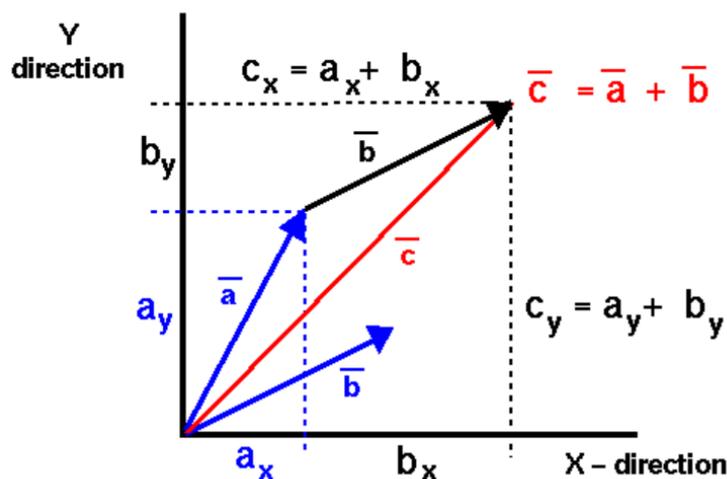
## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			
Paper One – 25% Technology free – without calculator			
Paper Two – 25% Technology active – with approved calculator			

## Prerequisites

Students must achieve at least a ‘B’ in Year 10 Extension Mathematics (MAX). It is also highly recommended students complete Year 10 Introduction to Specialist Mathematics.

To take Specialist Mathematics, a student must also take the companion subject Mathematical Methods.



# Modern History

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

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

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

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

## Pathways

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

## Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s (compulsory)</li><li>• Russian Revolution, 1905–1920s</li></ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Independence movement in India, 1857–1947</li><li>• Anti-apartheid movement in South Africa, 1948–1991</li></ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Germany, 1914–1945</li><li>• China, 1931–1976</li></ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"><li>• Cold War, 1945–1991</li><li>• Australian engagement with Asia since 1945</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Laptops are a requirement for this subject.

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — essay in response to historical sources</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — historical essay based on research</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Independent source investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short responses to historical sources</li></ul>	25%

## Prerequisites

Students must have at least a 'B' in English and a 'C' in History.

It is essential that students be very competent readers as this subject involves a great deal of reading, particularly of primary and translated sources. Extensive research of written texts is required for assessment purposes. Students who have not completed History in Year 10 must see the HOD before considering selecting this subject.



# Music

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

## Pathways

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

## Objectives

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

- demonstrate technical skills
- explain the use of music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b> Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b> Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p><b>Innovations</b> Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b> Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% - Examination			

## Prerequisites

Students have passed Year 10 English with a 'B' and have studied Music in Year 10 and received a 'B' in at least two of the three course components: Performance, Composition, Musicology. If students have not studied Music in Year 10, they may also be considered if they play a musical instrument at a competent level i.e. playing in the Symphonic Band or Big Band at school; having private lessons on piano, guitar and voice to a Grade 3 level.

## Music Extension (Composition)

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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.

### Pathways

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

### Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

### Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

### Assessment

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Composition 1</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Composition project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Composition 2</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

### Prerequisite

The Music Extension course is based on the assumption that students entering the course has studied two semesters of Year 11 Music and has concurrent enrolment in Year 12 Music. Entry to the Music Extension course is through a detailed consultation period with school staff. The student must be able to identify reasons for wishing to be considered for enrolment in the course and must display commitment and self-discipline since much of the work is self-directed.

## Music Extension (Musicology)

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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 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.

### Pathways

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

### Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information

### Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

### Assessment

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Investigation 1</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Musicology project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation 2</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

### Prerequisite

The Music Extension course is based on the assumption that students entering the course has studied two semesters of Year 11 Music and has concurrent enrolment in Year 12 Music. Entry to the Music Extension course is through a detailed consultation period with school staff. The student must be able to identify reasons for wishing to be considered for enrolment in the course and must display commitment and self-discipline since much of the work is self-directed.

## Music Extension (Performance)

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and 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 Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

### Pathways

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

### Objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

### Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

### Assessment

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Investigation 1</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Performance project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation 2</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

### Prerequisite

The Music Extension course is based on the assumption that students entering the course has studied two semesters of Year 11 Music and has concurrent enrolment in Year 12 Music. Entry to the Music Extension course is through a detailed consultation period with school staff. The student must be able to identify reasons for wishing to be considered for enrolment in the course and must display commitment and self-discipline since much of the work is self-directed.

# Physical Education

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They 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 engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and badminton</b> <ul style="list-style-type: none"><li>• Motor learning integrated with badminton</li><li>• Functional anatomy and biomechanics</li></ul>	<b>Sport psychology, equity and touch football or soccer</b> <ul style="list-style-type: none"><li>• Sport psychology integrated with touch football, netball, soccer or basketball</li><li>• Equity — barriers and enablers</li></ul>	<b>Tactical awareness, ethics and integrity and badminton</b> <ul style="list-style-type: none"><li>• Tactical awareness integrated with badminton</li><li>• Ethics and integrity</li></ul>	<b>Energy, fitness and training and touch football or soccer</b> <ul style="list-style-type: none"><li>• Energy, fitness and training integrated with touch football, netball or futsal</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — report</li></ul>	20%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

### Prerequisite

Students are required to have achieved at least a 'C' in Year 10 English, Maths and Science, along with 'C' Year 10 HPE or Year 9 SHAPE. Students are also required to participate in the 1:1 Laptop Program.



# Physics

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genre.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

## Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

## Prerequisite

Students must achieve a 'B' in all of the following subjects: Year 10 English, Year 10 Science, Year 10 Core Math or a 'C' in Year 10 Extension Math.

# Visual Art

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

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

## Pathways

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

## Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: lenses to explore the material world</li><li>• Contexts: personal and contemporary</li><li>• Focus: People, place, objects</li><li>• Media: 2D, 3D, and time-based</li></ul>	<b>Art as code</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: art as a coded visual language</li><li>• Contexts: formal and cultural</li><li>• Focus: Codes, symbols, signs and art conventions</li><li>• Media: 2D, 3D, and time-based</li></ul>	<b>Art as knowledge</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: constructing knowledge as artist and audience</li><li>• Contexts: contemporary, personal, cultural and/or formal</li><li>• Focus: student-directed</li><li>• Media: student-directed</li></ul>	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: evolving alternate representations and meaning</li><li>• Contexts: contemporary and personal, cultural and/or formal</li><li>• Focus: continued exploration of Unit 3 student-directed focus</li><li>• Media: student-directed</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

## Prerequisites

Students should have studied Art to preferably Year 10 or at least Year 9, achieving a minimum 'B' standard.

Students have passed Year 10 English with a 'B'.



# Applied Subjects

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.

Applied subjects:

- ▶ May contribute towards an ATAR (NB: no more than ONE result in an Applied subject can be used in the calculation of an ATAR)
- ▶ are recorded on the Senior Statement
- ▶ contribute credit towards the Queensland Certificate of Education (QCE)

# Aquatic Practices

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

## Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, shipping, conservation fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as conservation programs and boating shows.

## Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

## Structure

The Aquatic Practices course is designed around:

the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study. These areas of study will be integrated into seven modules:

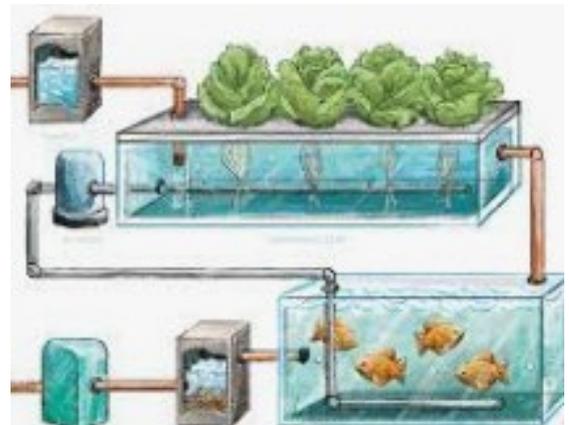
- 1) Safety on our coastlines
- 2) Aquariums and aquaculture
- 3) Boating and navigation
- 4) Snorkelling Australia's aquatic ecosystem
- 4) Sustainable recreational fishing
- 6) Marine biology
- 7) Food from the sea

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"><li>• Environmental conditions</li><li>• Ecosystems</li><li>• Conservation and sustainability</li></ul>	<ul style="list-style-type: none"><li>• Citizen science</li></ul>
Recreational	<ul style="list-style-type: none"><li>• Entering the aquatic environment</li></ul>	<ul style="list-style-type: none"><li>• Aquatic activities</li></ul>
Commercial	<ul style="list-style-type: none"><li>• Employment</li></ul>	<ul style="list-style-type: none"><li>• Aquaculture, aquaponics and aquariums</li><li>• Boat building and marine engineering</li></ul>
Cultural	<ul style="list-style-type: none"><li>• Cultural understandings</li></ul>	<ul style="list-style-type: none"><li>• Historical understandings</li></ul>
Safety and management practices	<ul style="list-style-type: none"><li>• Legislation, rules and regulations for aquatic environments</li><li>• Equipment maintenance and operations</li><li>• First aid and safety</li><li>• Management practices</li></ul>	—

## Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>	<ul style="list-style-type: none"> <li>• performance: continuous class time to develop and practice the performance.</li> </ul>



# Early Childhood Studies

Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children’s needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

## Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher’s aides or assistants in a range of early childhood contexts.

## Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children’s needs
- evaluate play-based learning activities in response to children’s needs
- evaluate contexts in early childhood learning.

## Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Fundamentals of early childhood</li> <li>• Practices in early childhood learning</li> </ul>	<ul style="list-style-type: none"> <li>• Play and creativity</li> <li>• Literacy and numeracy skills</li> <li>• Being in a safe place</li> <li>• Health and physical wellbeing</li> <li>• Indoor and outdoor learning environments</li> </ul>

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Essential English

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.

## Pathways

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

## Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"><li>• Responding to a variety of texts used in and developed for a work context</li><li>• Creating multimodal and written texts</li></ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"><li>• Responding to reflective and nonfiction texts that explore human experiences</li><li>• Creating spoken and written texts</li></ul>	<b>Language that influences</b> <ul style="list-style-type: none"><li>• Creating and shaping perspectives on community, local and global issues in texts</li><li>• Responding to texts that seek to influence audiences</li></ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"><li>• Responding to popular culture texts</li><li>• Creating representations of Australian identifies, places, events and concepts</li></ul>

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

## Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Extended response — spoken/signed response</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — Multimodal response</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA) - short response examination</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Extended response — Written response</li></ul>

# Essential Mathematics

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.

## Pathways

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

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

## Structure

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

## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

## Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>
Use of technology (IA1 and IA3) Calculators, spreadsheets, mathematical software etc.	
Use of technology (IA2 and IA4) Scientific calculator only	

# Media Arts in Practice

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

## Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

## Structure

The Media Arts in Practice course is designed around core and elective topics.

Module 1	Module 2	Module 3	Module 4
<b>Promote it!</b> This module focuses on developing the skills to create a design folio of advertising material (print and moving-image media artwork to promote an upcoming WSHS event, local product or service, business, or social/cultural issue.	<b>Documentary Filmmaking: Our Stories, Our Community</b> This module focuses on local, national or global issues important people, groups and stories that are relevant to the student's community. This unit involves the investigation of media techniques and technology processes involved in the making of documentary filmmaking.	<b>Storytelling: The Narrative Form</b> The module focuses on developing skills in investigating and analysing the narrative form through the use of media technologies. Using a problem-solving approach, students learn how to apply media technologies to explore, create and present a narrative film.	<b>Careers in the Media</b> This module will consolidate and build on Modules 1-3 by focusing on investigating new and emerging technologies within the context of self-expression. Increasing in complexity, students will explore advanced compositing, special effects and media manipulation techniques used in stylised and auteur filmmaking.

## Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal <ul style="list-style-type: none"> <li>non-presentation: 8 A4 pages max (or equivalent)</li> <li>presentation: 3–6 minutes</li> </ul> </li> <li>product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4–7 minutes.</li> </ul> </li> </ul>



# Music in Practice

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

## Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

## Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

## Structure

Module 1	Module 2	Module 3	Module 4
<p><b>Module 1: What's my Thing</b> This module focuses on students developing an understanding of how to apply Music Principles and Practices in composition and performance. Students will arrange a known song, demonstrating their understanding of the functions and purposes of music; the elements of music, structural devices and symbols; music conventions, forms, styles, genres and terminology. Students will also complete a composition statement analysing and evaluating their application of Music Principles and Practices. Using recording and mixing software students will then apply skills in sound engineering to mix a recording of an original composition for use across digital platforms.</p>	<p><b>Module 2: Getting to Know you</b> This module develops students' skills in performance and composition. Students will apply listening skills, practical singing, playing and ensemble skills to a live performance. They will also write a performance statement analysing and evaluating their application of music principles and practices. Students will create and arrange an original composition that demonstrates their unique sound.</p>	<p><b>Module 3: Putting it all together</b> This module develops and refines students' aural skills, playing techniques and performance skills for a live audience. They will develop their music industry practices and cultures by researching local community venues where they will plan and produce an event in a community of their choice e.g local child care centre, local Primary school, local Aged Care centre, local live music venue. They will take on an event management role/s within the planning process. Students will refine their aural skills, playing techniques and performance skills.</p>	<p><b>Module 3: Putting it all together</b> This module develops and refines students' aural skills, playing techniques and performance skills for a live audience. They will develop their music industry practices and cultures by researching local community venues where they will plan and produce an event in a community of their choice e.g local child care centre, local Primary school, local Aged Care centre, local live music venue. They will take on an event management role/s within the planning process. Students will refine their aural skills, playing techniques and performance skills.</p>

## Assessment

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: variable conditions</li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• music performance: minimum of two minutes total performance time</li> <li>• production performance: variable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• manipulating existing sounds: minimum of two minutes</li> <li>• arranging and creating: minimum of 32 bars or 60 seconds</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>



# Social and Community Studies

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

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

## Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

## Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations

## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"><li>• Personal skills — Growing and developing as an individual</li><li>• Interpersonal skills — Living with and relating to other people</li><li>• Citizenship skills — Receiving from and contributing to community</li></ul>	<ul style="list-style-type: none"><li>• Money management</li><li>• Health: Food and nutrition</li><li>• Arts and community</li><li>• World of work</li></ul>	<ul style="list-style-type: none"><li>• Gender and identity</li><li>• Science and technology</li><li>• Today's society</li><li>• Legally, it could be you</li></ul>

## Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.



# Sport and Recreation

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

## Pathways

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

## Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

## Structure

The Sport and Recreation course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Sport and recreation in the community</li><li>• Sport, recreation and healthy living</li><li>• Health and safety in sport and recreation activities</li><li>• Personal and interpersonal skills in sport and recreation activities</li></ul>	<ul style="list-style-type: none"><li>• Active play and minor games</li><li>• Challenge and adventure activities</li><li>• Games and sports</li><li>• Lifelong physical activities</li><li>• Rhythmic and expressive movement activities</li></ul>

## Assessment

For Sport and Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: 2–4 minutes.*</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2–4 minutes*</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>
* Evidence must include annotated records that clearly identify the application of standards to performance.				

## Prerequisites

Students must achieve a 'C' or higher in Year 10 CPE.

## Course Structure

Unit/Module	Topic Studied
Unit 1 – Module 1	Sports medicine and first aid
Unit 1 – Module 2	Water safety and lifesaving
Unit 2 – Module 3	Event management – tournament organisation
Unit 2 – Module 4	Sports officiating
Unit 3 – Module 5	Coaching
Unit 3 – Module 6	Sport, fitness and recreation industry
Unit 4 – Module 7	Sports nutrition
Unit 4 – Module 8	Strength and conditioning

# Visual Arts in Practice

Visual Arts in Practice focuses on students engaging in art-making processes and making visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

## Pathways

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

## Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas



## Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> <li>• Visual mediums, technologies, techniques</li> <li>• Visual literacies and contexts</li> <li>• Artwork realisation</li> </ul>	<ul style="list-style-type: none"> <li>• 2D</li> <li>• 3D</li> </ul>

## Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of identified skills to the production of artworks.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>



# National Vocational Education Certificates

Wynnum State High School is the Registered Training Organisation (RTO – No. 30118) for the majority of the VET certificates which appear on pages 61 – 69 of this Handbook. For those certificates where WSHS is not the RTO, the school has entered into a Memorandum of Understanding with the outside RTO enabling delivery of the qualification on site.

Wynnum SHS as the RTO guarantees that each student will be provided with every opportunity to complete the certificate they are enrolled in as per the rights and obligations outlined in the enrolment process and VET Student Information Handbook. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.



VET subjects:

- ▶ One certificate at a level III or above may contribute to an ATAR however, Certificates I and II do not contribute to an ATAR
- ▶ Results appear on the Senior Statement
- ▶ Results for units of competency successfully completed are recorded as 'Competent'
- ▶ Can provide credit towards the Queensland Certificate of Education (QCE)

For all VET certificates, all assessment is competency-based and therefore no levels of achievement are awarded. Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in a workplace. NB Students must have a Unique Student Identifier (USI) number in order to be issued with a National Qualification Certificate. These can be obtained with relevant ID through the school.

All competencies achieved will be listed on the Senior Statement. A standard of achievement, such as A, B, C, D or E, will NOT appear on the Senior Statement.

This information is correct at the time of publication but subject to change.

# Certificate II in Applied Digital Technologies - ICT20120

## Wynnum State High School

RTO number: 30118



### ICT20120 Certificate II in Applied Digital Technologies

#### Qualification description

This qualification prepares students to perform basic ICT skills and knowledge in any ICT/business context under direct supervision. Job roles include ICT designer/technician support roles.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements for this qualification.

#### Duration and location

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

#### Course units

To attain a ICT20120 Certificate II in Applied Digital Technology, 12 units of competency must be achieved:

Unit code	Title
BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to health and safety of self and others
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
ICTICT223	Install software packages
ICTICT224	Integrate commercial computing packages
ICTICT216	Design and create basic organisational documents
CUADIG211	Maintain interactive content
CUADIG212	Develop digital imaging skills
CUADIG303	Produce and prepare photo images

#### RTO obligation

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

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

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

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

#### Fees

There are no additional costs involved in this course.

#### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

#### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

#### Pathways

This qualification may articulate into: [ICT30120](#)

- ICT30120 Certificate III in Information Technology
- ICT40120 Certificate IV in Information Technology
- work within an ICT technical/business/office administration work environment.

See other financial qualifications at [training.gov.au](http://training.gov.au).

# Certificate III in Business - BSB30120

## BSB30120 Certificate III in Business

### Registered Training Organisation

Binnacle Training (RTO Code: 31319)

### Delivery Overview

BSB30120 Certificate III in Business is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

### Entry requirements

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### Course Outline

Students will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

This program also includes the following:

- Student opportunities to design and plan for a new product and service as part of the Binnacle Boss Entrepreneurship Program
- Students examine business opportunities and participate in an Industry discovery

### Assessment

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the course.

### Course Schedule – Year 11

- Introduction to the Business Services Industry
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Develop and Apply Knowledge of Personal Finances
- Workplace Health and Safety and Sustainable Work Practices
- Inclusive Work Practices and Workplace Communication

### Course Schedule – Year 12

- Working in a Team
- Critical Thinking Skills
- Creating Electronic Presentations
- Producing Business Documents
- Delivering Customer Service

*Finalisation of qualification: BSB30120 Certificate III in Business*

### Pathways

The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries.

For example:

- Administration Officer
- Customer Service Assistant
- Duty Manager

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR.**

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor of Business, or similar, at a University.

### Fees

- **\$265.00** = Binnacle Training Fee
- **\$20.00** = Binnacle Boss Project Start Up Capital (Term 6/7 Major Project)
- **\$10.00** = Excursions/Discovery days to other outside venues to participate in and to conduct business activities.
- **\$295 = Total cost**

### Language, Literacy & Numeracy

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

### Program Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit:

[www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

# Certificate II in Engineering Pathways - MEM20413 and Certificate II in Construction Pathways - CPC20211



## Wynnum State High School

RTO number: 30118



### MEM20413 Certificate II in Engineering Pathways

#### Qualification description

This qualification prepares students to perform basic engineering skills and knowledge in a engineering workshop context under direct supervision. Job roles include metal machinist and welder.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements for this qualification.

#### Duration and location

This is a one-year course delivered over 2 years in Years 11 and 12 on site at Wynnum State High School in conjunction with CPC20220 Certificate II in Construction Pathways.

#### Course units

To attain a MEM20413, 12 units of competency must be achieved:

Unit code	Title
MEM13014A	Applying principles of OHS in a work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSMENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computer technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy-acetylene and soldering equipment
MSMSUP106A	Work in a team

#### RTO obligation

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

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

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

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

#### Fees

There are no additional fees for this course other than participating in the Student Resources Scheme.

#### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in an engineering workshop as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

#### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real engineering workshop environment.

#### Pathways

This qualification may articulate into:

- MEM3112 Certificate III in Engineering
- MEM40115 Certificate IV in Engineering
- work within an engineering business or organisation

See other financial qualifications at [training.gov.au](http://training.gov.au).

## CPC20220 Certificate II in Construction Pathways

### Qualification description

This qualification prepares students to perform basic construction skills and knowledge in a construction environment context under direct supervision. Job roles include carpenter, builder and shop fitter.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a one-year course delivered over 2 years in Years 11 and 12 on site at Wynnum State High School in conjunction with MEM20413 Certificate II in Engineering Pathways.

### Course units

To attain a CPC20220, 10 units of competency must be achieved:

Unit code	Title
CPCCCM1012	Work effectively and sustainably in the construction industry
CPCCCM1013	Plan and organise work
CPCCCM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCWHS2001	Apply WHS requirements policies and procedures in the construction industry
CPCCCA2002	Use carpentry Tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCM2009	Carry out basic demolition
CPCCCM1011	Undertake basic estimation and costing
CPCWHS1001	Prepare to work safely in the construction industry

### RTO obligation

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

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

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

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

### Fees

There is an additional fee (\$50 approx.) to cover the cost of the “white card” course in General Safety Induction (Construction Industry).

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in an engineering workshop as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real construction workshop environment.

### Pathways

This qualification may articulate into:

- CPC31411 Certificate III in Construction Waterproofing
- CPC40110 Certificate IV in Building and Construction
- work within a construction business or organisation

See other financial qualifications at [training.gov.au](http://training.gov.au).

# Certificate III in Fitness - SIS30321

## SIS30321 Certificate III in Fitness

### Registered Training Organisation

Binnacle Training (RTO Code: 31319)

### Delivery Overview

SIS30321 Certificate III in Fitness is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Upon successful completion students will achieve a maximum 8 QCE credits.

### Entry requirements

Students must have good quality written and spoken communication skills. Students must be part of the 1:1 Laptop Program. At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### Course Outline

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients. This program also includes the following:

- [First Aid](#) qualification and [CPR](#) certificate
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

### Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course.

### Course Schedule – Year 11

- The Sport, Fitness and Recreation Industry
- Developing Coaching Practices
- Delivery of Community Fitness Programs
- First Aid and CPR Certificate
- Anatomy and Physiology – Body Systems, Terminology
- Client Screening and Health Assessments
- Plan and Deliver Exercise Programs

### Course Schedule – Year 12

- Anatomy and Physiology – Digestive System and Energy Systems
- Nutrition – Providing Healthy Eating Information
- Specific Populations – Training Older Clients, Client Conditions
- Training Other Specific Population Clients
- Community Fitness Programs

*Finalisation of qualification: SIS30315 Certificate III in Fitness*

### Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR.**

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

### Fees

- **\$365.00** = Binnacle Training Fee
- **\$55.00** = First Aid Certificate costs
- **\$10** = Excursions to other outside venues to participate in and to conduct fitness activities.
- **\$430** = Total cost

### Language, Literacy & Numeracy

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

### Program Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

### Prerequisites

'C' in Year 10 HPE, Science and Maths

# Certificate III in Hospitality – SIT30622

**\*Subject to QCAA approval**

## Wynnum State High School

RTO number: 30118



NATIONALLY RECOGNISED  
TRAINING

### SIT30622 Certificate III in Hospitality

#### Qualification description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements for this qualification.

#### Duration and location

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

#### Course units

To attain a SIT30622, 15 units of competency must be achieved:

Unit code	Title
SITHIND006	Source and use information on the hospitality industry
SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHKOP009	Clean kitchen premises and equipment
SITXFIN007	Process financial transactions
SITHFAB021	Provide responsible service of alcohol
TLIEO009	Carry out basic workplace calculations
SITXFSA006	Participate in safe food handling
SITHFAB024	Prepare and serve non-alcoholic beverages

#### RTO obligation

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

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results.

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

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

#### Fees

There is an additional fee of \$400 for this course to cover costs of practical cooking activities.

#### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a cafe as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

#### Work placement

Students are provided with the opportunity to do structured workplace learning, where they operate the school café: Railway Café before school.

#### Pathways

This qualification may articulate into:

- SIT40422 Certificate IV in Hospitality
- SIT50422 Diploma of Hospitality Management
- work within a hospitality business or organisation

See other financial qualifications at [training.gov.au](http://training.gov.au).

NB: The offering of SIT30622 Certificate III in Hospitality is subject to registration by QCAA. In the event of the school not receiving registration to deliver this certificate, the subject will not run in 2023.

# Certificate III in Laboratory Skills – MSL30118

**\*Subject to QCAA approval**

## Wynnum State High School

RTO number: 30118



### MSL30118 Certificate III in Laboratory Skills

#### Qualification description

This qualification prepares students to perform basic laboratory skills under direct supervision. Gain qualifications as a laboratory assistant capable of working across a range of industries.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements for this qualification.

#### Duration and location

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

#### Course units

To attain a MSL30118 Certificate III in Laboratory Skills, 13 units of competency must be achieved:

Unit code	Title
MSL913001	Communicate with other people
MSL913002	Plan and conduct laboratory/field work
MSL922001	Record and present data
MSL933002	Contribute to the achievement of quality objectives
MSL943002	Participate in laboratory/field workplace safety
MSMENV272	Participate in environmentally sustainable work practices
*MSL933001	Maintain the laboratory/field workplace fit for purpose
*MSL973001	Perform basic tests
*MSL973002	Prepare working solutions
*MSL973003	Prepare culture media
*MSL973004	Perform aseptic techniques
*MSL974003	Perform chemical tests and procedures
*MSL974004	Perform food tests

\* elective unit may be subject to change

#### RTO obligation

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

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results.

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

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

#### Fees

There are no additional costs involved in this course.

#### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

#### Pathways

This qualification may articulate into:

- MSL40118 Certificate IV in Laboratory Techniques
- MSL50118 Diploma of Laboratory Technology

See other qualifications at [training.gov.au](http://training.gov.au)

NB: The offering of MSL30118 Certificate III in Laboratory Skills is subject to registration by QCAA. In the event of the school not receiving registration to deliver this certificate, the subject will not run in 2023.

# Certificate III in School Based Education Support – CHC30221

**\*Subject to QCAA approval**

## Wynnum State High School

RTO number: 30118



### CHC30221 Certificate III in School Based Education Support

#### Qualification description

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings. They complete general administrative as well as tasks to support students with learning under the guidance of a teacher or other educational professional.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

#### Entry requirements

There are no entry requirements for this qualification.

#### Duration and location

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

#### Course units

To attain a CHC30221 Certificate III in School Based Education Support, 15 units of competency must be achieved:

Unit code	Title
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
*CHCDIS007	Facilitate the empowerment of people with disability
*CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
*CHCEDS042	Provide support for e-learning
*CHCEDS056	Provide support to students with autism spectrum disorder
*HLTWHS001	Participate in workplace health and safety

\* elective unit may be subject to change

#### RTO obligation

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

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results.

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

#### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

#### Fees

There are no additional costs involved in this course.

#### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Students must **complete 100 hours of work** in a classroom environment to achieve this qualification.

#### Pathways

This qualification may articulate into:

- CHC40221 Certificate IV in School Based Education Support
  - Entry level work as a teacher aide
- See other qualifications at [training.gov.au](http://training.gov.au)

NB: The offering of CHC30221 Certificate III in School Based Education Support is subject to registration by QCAA. In the event of the school not receiving registration to deliver this certificate, the subject will not run in 2023.

# Certificate II + III in Sport & Recreation – SIS20115 + SIS30115

## SIS30115 Certificate III in Sport & Recreation + SIS20115 Certificate II in Sport & Recreation

### Registered Training Organisation

Binnacle Training (RTO Code: 31319)

### Delivery Overview

IS30115 Certificate III in Sport and Recreation (with entry qualification SIS20115 Certificate II in Sport and Recreation) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport and Recreation contributes a maximum 7 credits towards a student's QCE. Students will also have the option to undertake a Term 7 Add-On. The 'Term 7 Add-On' contains two units of competency (as new learning) and will be combined with the two first aid units (HLTAID009 & HLTAID010) that are nested within the Binnacle Provide First Aid (HLTAID011) course. Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits.

### Entry requirements

Students must have good quality written and spoken communication skills. Students must be part of the 1:1 Laptop Program. At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### Course Outline

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

- [First Aid](#) qualification and [CPR](#) certificate
- Officiating and coaching accreditations

### Assessment

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

### Course Schedule – Year 11

- The Sport, Fitness and Recreation Industry
- Officiating/Coaching General Principles
- Work Health and Safety in Sport and Fitness
- Delivery of Community Sport Programs & Customer Service
- Using Technology
- First Aid and CPR Certificate

*Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation*

### Course Schedule – Year 12

- Developing Coaching Practices
- Organising Work Schedules
- Facilitating Groups
- Planning and Conducting Sport Programs
- Personal Development
- Sport-Specific Coaching Sessions

*Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation*

### Pathways

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR.** Students may also choose to continue their study by undertaking the Certificate IV or Diploma (e.g. Sport Coaching or Fitness) at another RTO

### Fees

- **\$265.00** = Binnacle Training Fee - Certificate II entry qualification
- **\$70.00** = Binnacle Training Fee - Certificate III Gap Fee
- **\$55.00** = First Aid Certificate costs
- **\$390** = Total cost

### Language, Literacy & Numeracy

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

### Program Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

### Prerequisites

'C' in Year 10 CPE



# TAFE AT SCHOOL 2023

TAFE at School offers students in Years 11 or 12 the opportunity to study a number of exciting and varied Certificate II and III level courses.

Costs vary course to course and are separate and additional to the school's Resource Hire costs. Payment is made directly to TAFE.

Students need to apply online by following this link <https://tafeapply.com/> and using the appropriate school code, TAFE Brisbane TQB1901, TAFE Skills Tech Code: TQST1901.

For further details, please speak with the Industry Liaison Officer, Tanya Moore F24 or by phoning 3906 7348.

<b>TAFE Course Code</b>	<b>Course Name</b>	<b>QCE Credits</b>	<b>Campus</b>	<b>Duration</b>	<b>Application Code</b>	<b>Fees</b>
<b>BUSINESS AND IT</b>						
BSB30120	Certificate III in Business (Business Administration)	8	Caboolture, Loganlea	4 Terms	TQB2301	\$2,379
BSB40120	Certificate iv in Business	8	South Bank	4 Terms	TQB2301	\$2,900
FNS30317	Certificate III in Accounts Administration	7	South Bank	4 Terms	TQB2301	\$2,565
10971NAT	Certificate IV in Justice Studies	8	Springfield (Year 10) Loganlea and South Bank (Year 11 and 12)	4 Terms	TQB2301	\$3,740
ICT20319	Certificate II in Telecommunications Technology	4	South Bank	4 Terms	TQB2301	Fully Government Subsidised
ICT30120	Certificate III in Information Technology (Foundation Stream)	8	South Bank	4 Terms	TQB2301	\$3,624
ICT30120	Certificate III in Information Technology (Focus on Swift IOS App Development)	8	South Bank	4 Terms	TQB2301	\$3, 624
<b>CREATIVE INDUSTRIES</b>						
CUA30720	Certificate III in Design Fundamentals (Graphics)	8	South Bank	4 Terms	TQB2301`	\$3,336
CUA31020	Certificate III in Screen and Media	6	Mt Gravatt, South Bank	4 Terms	TQB2301	\$2,772
MST20616	Certificate II in Applied Fashion Design and Technology	4	South Bank	4 Terms	TQB2301	Fully Government Subsidised
MST30819	Certificate III in Applied Fashion Design and Technology	Up to 6	South Bank	4 Terms	TQB2301	\$2,682
CUA20620	Certificate in II in Music (Performance or Sound Production)	4	South Bank	4 Terms	TQB2301	\$2,752
CUA30213	Certificate III in Community Dance, Theatre and Events	7	Mt Gravatt, South Bank	4 Terms	TQB2301	\$3,536
CUA31120	Certificate III in Visual Arts	8	South Bank	4 Terms	TQB2301	\$3,720
CUA31120	Certificate III in Visual Arts (Focus on Photography)	8	South Bank	4 Terms	TQB2301	\$3,720
<b>EDUCATION AND COMMUNITY</b>						
CHC22015	Certificate II in Community Services	4	Alexandra Hills, Loganlea, South Bank	4 Terms	TQB2301	Fully Government Subsidised
CHC30113	Certificate III in Early Childhood Education and Care	4	South Bank	8 Terms	TQB2301	\$3,726
CHC22015	Certificate II in Community Services (Childcare Stream)	4	Alexandra Hills, Loganlea, Mt Gravatt, South Bank	4 Terms	TQB2301	Fully Government Subsidised

TAFE Course Code	Course Name	QCE Credits	Campus	Duration	Application Code	Fees
<b>ENVIRONMENT AND ANIMAL SERVICES</b>						
ACM20121	Certificate II in Animal Care	4	Loganlea, Mt Gravatt	4 Terms	TQB2301	Fully Government Subsidised
<b>HEALTH AND SCIENCE</b>						
HLT23215	Certificate II in Health Support Services	4	Alexandra Hill, Loganlea, South Bank	4 Terms	TQB2301	Fully Government Subsidised
HLT23215/HLT33115	Certificate II in Health Support Services/Certificate III in Health Service Assistances	Up to 6	Alexandra Hills, Loganlea, South Bank	4 Terms	TQB2301	\$931
MSL20118	Certificate II in Sampling and Measurement	4	South Bank	2 Terms	TQB2301	Fully Government Subsidised
MSL30118	Certificate III in Laboratory Skills	Up to 6	South Bank	2 Terms	TQB2301	\$1,985
SIS20319	Certificate II in Sport Coaching	4	South Bank	4 Terms	TQB2301	Fully Government Subsidised
SIS20419	Certificate II in Outdoor Recreation	4	Alexandrea Hills, South Bank	4 Terms	TQB2301	Fully Government Subsidised
SIS30315/SIS20319	Certificate III in Fitness/Certificate II in Sport Coaching	Up to 8	South Bank	8 Terms	TQB2301	\$2,024
<b>INFRASTRUCTURE AND TRANSPORT</b>						
TLI27120	Certificate II in Rail Infrastructure	4	Acacia Ridge	4 Terms	TQB2301	Fully Government Subsidised
<b>SERVICE INDUSTRIES</b>						
SIT20116	Certificate II in Tourism	4	South Bank	4 Terms	TQB2301	Fully Government Subsidised
SIT20116/SIT30516	Certificate II in Tourism/Certificate III in Events	Up to 8	South Bank	6 Terms	TQB2301	\$2,646
SHB20116	Certificate II in Retail Cosmetics	4	Loganlea, South Bank	4 Terms	TQB2301	Fully Government Subsidised
SHB20216	Certificate II in Salon Assistant	4	Alexandrea Hills, Loganlea, South Bank	4 Terms	TQB2301	Fully Government Subsidised
SHB20216	Certificate II in Salon Assistant (Barbering)	4	Alexandra Hills, Loganlea, South Bank	4 Terms	TQB2301	Fully Government Subsidised
SHB30115	Certificate III in Beauty Services	8	South Bank	6 Terms	TQB2301	\$4,332
SHB30215	Certificate III in Make-Up	8	South Bank	6 Terms	TQB2301	\$5,340

<b>TAFE Course Code</b>	<b>Course Name</b>	<b>QCE Credits</b>	<b>Campus</b>	<b>Duration</b>	<b>Application Code</b>	<b>Fees</b>
FBP20217	Certificate II in Baking	4	Loganlea, South Bank	4 Terms	TQST2301	Fully Government Subsidised
SIT20416	Certificate II in Kitchen Operations	4	South Bank	4 Terms	TQST2301	Fully Government Subsidised
<b>TRADES</b>						
AUR20420	Certificate II in Automotive Electrical Technology	4	Acacia Ridge,	4 Terms	TQST2301	Fully Government Subsidised
AUR20720	Certificate II in Automotive Vocational Preparation	4	Alexandra Hills, Acacia Ridge	4 Terms	TQST2301	Fully Government Subsidised
AUR21520	Certificate ii in Automotive Cylinder Head Reconditioning	4	Acacia Ridge	4 Terms	TQST2301	Fully Government Subsidised
11054NAT	Certificate II in Plumbing Services	4	Acacia Ridge, Alexandra Hills, Eagle Farm	4 Terms	TQST2301	Fully Government Subsidised
UEE22011	Certificate II in Electrotechnology	4	Acacia Ridge, Alexandra Hills, Eagle Farm	4 Terms	TQST2301	Fully Government Subsidised
MEM30505	Certificate III in Engineering – Technical (Computer Aided Drafting)	Up to 5	Acacia Ridge	4 Terms	TQST2301	Fully Government Subsidised