2024

Senior Curriculum Guide

Years 11 and 12

Wynnum State High School

We're Wynnum, We're PROUD

Contact Details

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Personnel:	Principal	Mrs Cath Pfingst
	Deputy Principal	Mrs Danielle Goschnick (Years 9 and - 12 2023)
	Deputy Principal	Mrs Lisa Hawkin (Year 8 and 11 – 2023)
	Deputy Principal	Mrs Marina Williams (Years 7 and 10 – 2023)

Heads of Department (HOD):		
Business Education and Senior Schooling	Mrs Tenielle Lumsdale	3906 7349
English	Ms Cate Wilson	3906 7351
Mathematics	Ms Sonya Littee	3906 7351
Science	Ms Natalie Quinn	3906 7303
Humanities & Languages	Mrs Louise Isles	3906 7363
HPE	Mr Mark Tickner	3906 7339
Creative Arts	Mr Timothy Cooper	3906 7302
Technologies	Mrs Roslyn Richards	3906 7368
Junior Secondary	Mr Joshua Gaffel	3906 7363
Innovation, Technology and Interactive Teaching	Mr Adam Christie	3906 7356
Teaching and Learning	Ms Tamara Collins	3906 7363
Inclusive Education	Ms Celia Connell	3906 7337
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Business Manager	Ms Ashleigh Neville	3906 7310
Guidance Officer	Mr Rob Inglis	3906 7307
Guidance Officer	Ms Kirstie Beatson	3906 7380
Year 10 Coordinator (2023)	Mr Seb Murphy	3906 7373
Tuckshop/Uniform Shop	Mrs Helen Vine	3906 7332

The school has a full-time teaching staff of approximately 90 teachers. Students are also supported by School Chaplain, Part-time Instrumental Music teachers, Administrative Officers, Scientific Assistants, Teacher Aides, a School Based Police Officer, Youth Health Nurse and Computer Technicians. A Facilities Officer, a Groundsman and cleaning staff make up the community of Wynnum High.

Term Dates 2024

Term 1	School commences	all year level	22 January
	School finishes	all year levels	28 March
Term 2	School commences	all year levels	15 April
	School finishes	all year levels	21 June
Term 3	School commences	all year levels	8 July
	School finishes	all year levels	13 September
Term 4	School commences	all year levels	30 September
	School finishes	Year 12	TBC
		Year 10 and Year 11	TBC
		Year 7, Year 8 and Year 9	13 December

Welcome to Years 11 and 12 at Wynnum State High School

Dear Parents and Students

At Wynnum State High School, we live our vision: We are a PROUD, inclusive school with a culture of high expectations and a pathway for all students.
Our PROUD values are:
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 and conduct
- the relationships within the school community are cooperative, respectful and positive
- all members of the school community show courtesy to each other
- student and teacher rights are protected
- parental support is encouraged

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 can enter the workforce, if 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 career options in their weekly Pastoral Care class and they have also received several presentations about tertiary study and career pathways.

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

Regards

Cath Pfingst
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.

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.

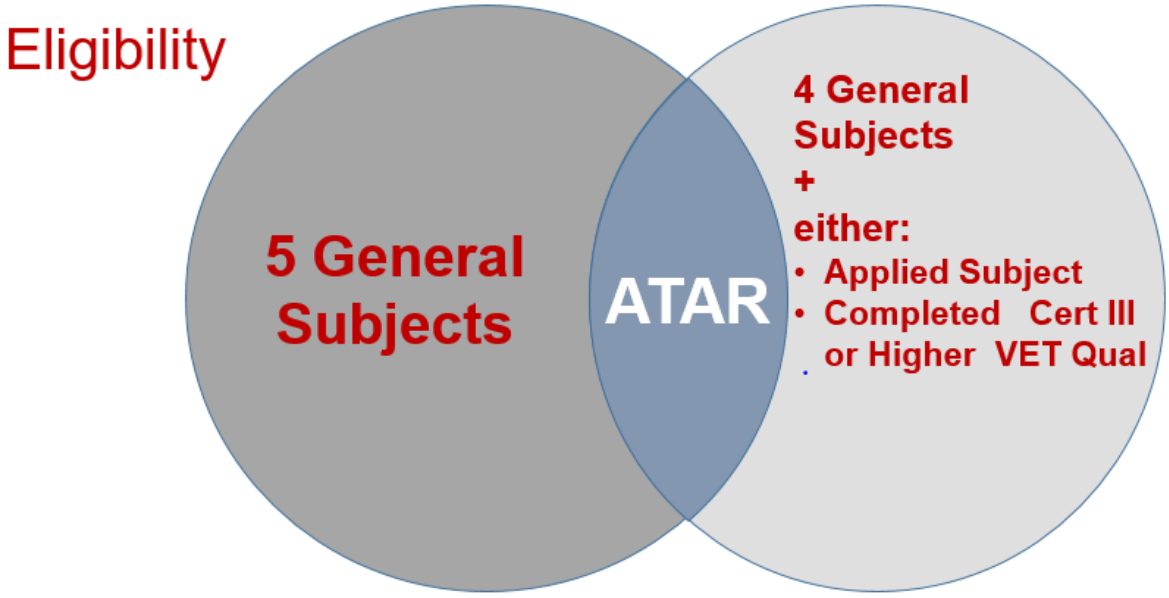
An ATAR indicates a student's position in relation to other students. The ATAR is expressed on a 2000-point scale, from 99.95 down to 0.00, in increments of 0.05. ATARs (Australian Tertiary Admission Rank) less than 30.00 will be expressed as "30.00 and below."

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.)



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	A – E level (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.	No. 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. 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 are generally less academic and VET (Vocational Education and Training) Certificate academic and more practically oriented than General subjects. VET subjects are competency based. There are no formal examinations.

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, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning.

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	A – E level - 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?	No. 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. Units 1 and 2 assessment is formative so is not used in the calculation of an ATAR.	Yes. Only **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, e.g. 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 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

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, Literature or Essential English are a compulsory subject and must be chosen. Please note that students who choose General subjects are **strongly advised** to choose English or Literature
- 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.

USEFUL LINKS

Wynnum State High School Website https://wynnumshs.eq.edu.au/Pages/default.aspx

QCAA – Queensland Curriculum and Assessment Authority https://www.qcaa.qld.edu.au/senior

Tafe Queensland – Tafe at School https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school

QTAC – Queensland Tertiary Admissions Centre https://www.qtac.edu.au/

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

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

Applied Subjects	
Aquatic Practices	Early Childhood Studies
Essential English	Essential Mathematics
Industrial Technology Skills (Year 11 only)	Music in Practice
Social and Community Studies	Sport and Recreation
Visual Arts in Practice	Tourism

Stand-alone Vocational Certificates	
Certificate II in Applied Digital Technologies – ICT20120	Certificate III in Laboratory Skills – MSL30118
Certificate II in Construction Pathways – CPC20211 (Year 12 only)	Certificate III in Business – BSB30120
Certificate III in School Based Educational Support – CHC30221 (Year 12 only)	Certificate III in Hospitality – SIT30622
Certificate II in Engineering Pathways – MEM20413	Certificates II & III in Sport and Recreation – SIS20115 and SIS30115
Certificate III in Fitness – SIS30321 and SIS20115	Certificate III in Screen and Media - CUA31020
Certificate III in Community Dance, Theatre and Events - CUA30220	

PLEASE NOTE – Subjects listed in this guide are dependent upon student numbers, teacher availability, resourcing and QCCA requirements. In the event a subject cannot run, a student may be required to study their second preferences.

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.

Students identified with additional needs may be eligible to apply for QCAA approved AARA (Access Arrangements and Reasonable Adjustments) to provide equitable access to assessment. If you believe you are eligible, please contact Head of Inclusion for more information.

General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. 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
Real world accounting • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business — no GST	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business	**Monitoring a business** • Managing resources for a trading GST business • Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a public company

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): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — short response	25%

Prerequisites

Students must have achieved 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. Laptops are a requirement for this subject.

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
Investigating the ancient world • Digging up the past- Archaeology • Ancient societies — Weapons and warfare	**Personalities in their time** • Perikles • Boudica	**Reconstructing the ancient world** • Philip II and Alexander III of Macedon • Assyria from Tiglath Pileser III to the fall of the Empire	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

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 — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Prerequisites

Students must have achieved 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, 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
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Prerequisite

Students must have achieved a 'B' in Year 10 English and 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
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

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): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	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
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Prerequisite

Students must have achieved a ‘B’ in Year 10 English and 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
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

Prerequisites Students must have achieved a 'C' in Year 10 English and Dance, or have dance experience outside school or within the Wynnum SHS Dance Troupe.

Digital Solutions

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.
Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

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 — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Prerequisites

Students must have attained at least a 'C' in Year 10 English. It is also highly recommended students complete Year 10 Digital Technology.

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

Assessment

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 — 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
• *The Crucible* (play) • Various media/pop culture texts • Australian poetry • A selection of short stories • *The Yield* (novel)	• *The Great Gatsby* (novel) • Documentary • Various media/pop culture texts • A selection of poetry • A selection of short stories • *Macbeth* (play)

Prerequisite

Students must have achieved at least a 'B' result 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
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

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 must have achieved a 'B' in Year 10 English and a 'C' in all components of Year 10 Media.

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: My World	Unit 2: Exploring our World	Unit 3: Our Society	Unit 4: My Future
• Family/carers and friends • Lifestyle and leisure • Education	• Travel • Technology and media • The contribution of French culture to the world	• Roles and relationships • Socialising and connecting with my peers • Groups in society	• Finishing secondary school, plans and reflections • Responsibilities and moving on

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 — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisite

Students must have achieved 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. Laptops are a requirement for this subject.

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
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

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

Japanese

Japanese provides students with the opportunity to reflect on their understanding of the language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Pathways

A course of study in Japanese 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 Japanese 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 Japanese 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 Japanese.

Structure

Unit 1: My World	Unit 2: Exploring our World	Unit 3: Our Society	Unit 4: My Future
• Family/carers and friends • Lifestyle and leisure • Education	• Travel • Technology and media • The contribution of Japanese culture to the world	• Roles and relationships • Socializing and connecting with my peers • Groups in society	• Finishing secondary school, plans and reflections • Responsibilities and moving on

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 — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisite

Students must have achieved a 'B' result in Year 10 Japanese and a 'C' 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
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • The effectiveness of international law • Human rights in Australian contexts

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 — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisite

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

Literature

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

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

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

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 analytical and imaginative 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 in a range of texts
- make use of their own imaginative texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and analyse these ways in literary texts created by others
- use aesthetic features and stylistic devices to achieve purposes in their own imaginative texts and analyse their effects in literary texts
- select and synthesise subject matter to support perspectives in imaginative and analytical texts
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of imaginative and analytical texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes in written, spoken and/or multimodal texts
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the 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): • Examination – analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Texts studied

Year 11	Year 12
• *A Picture of Dorian Gray* by Oscar Wilde • Stories of Edgar Allan Poe • *The Penelopiad* by Margaret Atwood • The Greek Tragedy: *Medea* • *By the Bog of Cats* by Marina Carr • *Black Medea* by Wesley Enoch • *Gone Girl* (film)	• *The Complete Maus* by Art Spiegelman • *Radiance* (film) • A selection of poetry • *The Tempest* by William Shakespeare (play) • *Wuthering Heights* by Charlotte Bronte

Prerequisite

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

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
Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	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 have achieved a 'B' in Year 10 Core Mathematics (MAT).

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
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

Summative assessment

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 have achieved 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 Mathematics 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
Combinatorics, vectors and mathematical induction • Combinatorics • Vectors in the plane • Proof by mathematical induction • Vector applications in geometry	**Further vectors, trigonometry, functions and calculus** • Geometric proofs using vectors • Trigonometry and functions • Integration and applications of integration • Vector calculus	**Matrices, complex numbers and proof** • Matrices and applications of matrices • Complex numbers 1 • Nature of proof and application of proof	**Further complex numbers, statistical inference and calculus** • Complex numbers 2 • Rates of change and differential equations • Statistical inference

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
<tr><td colspan="4">Paper One – 25%
Technology free – without calculator</td></tr>
<tr><td colspan="4">Paper Two – 25%
Technology active – with approved calculator</td></tr>
</table>

Prerequisites

Students must have achieved a 'B' in Year 10 Extension Mathematics (MAX). It is also highly recommended students complete Year 10 Introduction to Specialist Mathematics (IMS).

To study Specialist Mathematics, a student must also elect 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. Laptops are a requirement for this subject.

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
Ideas in the modern world • Australian Frontier Wars, 1788–1930s (compulsory) • Russian Revolution, 1905–1920s	**Movements in the modern world** • Womens Movements since 1893 • Anti-apartheid movement in South Africa, 1948–1991	**National experiences in the modern world** • Germany,1914–1945 • China, 1931–1976	**International experiences in the modern world** • Cold War, 1945-1991 • Australian engagement with Asia since 1945

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 — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Prerequisites

Students must have achieved a ‘B’ in Year 10 English and a ‘C’ in Year 10 History

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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
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: 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?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25% - Examination</td></tr>
</table>

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)

Year 12 only

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
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

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): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

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)

Year 12 only

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
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Musicology project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation 2</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

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)

Year 12 only

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
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Performance project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation 2</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

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 mush 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
Motor learning and functional anatomy, biomechanics with a selected physical activity • Motor learning integrated with badminton • Functional anatomy and biomechanics	**Sport psychology with a selected physical activity and equity** • Sport psychology integrated with touch football, netball, soccer or basketball • Equity — barriers and enablers	**Tactical awareness with badminton and ethics & integrity** • Tactical awareness integrated with badminton • Ethics and integrity	**Energy, fitness and training with netball** • Energy, fitness and training integrated with touch football, netball or futsal

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisite: Students must achieve 'C' or above in Year 10 English, Maths and Science, along with being a member of the Year 9 or 10 SHAPE 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
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

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

Summative assessments

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

Prerequisite: Students must have achieved a 'B' in Year 10 English, Science, Core Maths, or a 'C' in Year 10 Extension Maths.

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
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Prerequisites Students must have achieved a 'B' in Year 9 or 10 Art and a B in Year 10 English

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 will:

- Describe ideas and phenomena in aquatic contexts.
- Execute procedures in aquatic contexts.
- Analyse information in aquatic contexts.
- Interpret information in aquatic contexts.
- Evaluate procedures, conclusions and outcomes in aquatic contexts.
- Plan investigations and projects in aquatic contexts.

Structure

Aquatic Practices is a four-unit course of study. The four units covered in Aquatic Practices will be:

Unit 1	Unit 2	Unit 3	Unit 4
Aquariums and aquaculture • Develop understanding of components that need to be monitored and maintained in an aquarium or aquaculture system • Develop practical skills in testing and analysing the results of water quality • Analyse the processes of producing, processing and marketing aquaculture products	**Using the aquatic environment** • Explore the variety of ways that humans interact with the aquatic environment • Develop practical skills in boating and snorkeling. • Students learn about specialised aquatic equipment and how to safely use and maintain that equipment.	**Aquatic ecosystems** • Explore the rich biodiversity that exists in aquatic ecosystems • Explain the processes that form, degrade and restore ecosystems • Build skills in identifying species, measuring water quality and identifying threats to ecosystems. • Develop understanding of conservation and management techniques	**Recreational and commercial fishing** • Explain the significance of fishing, causes of fishery declines and sustainable management strategies • Analyse and interpret the status of fisheries and the importance of artificial reefs to fishery populations • Identify common aquatic organisms, model capture–recapture scenarios and use safe seafood handling techniques,

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	Applied Investigation
Students use practical skills to complete a project in response to a scenario.	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.
Completed project One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Presented in one of the following modes: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • written: up to 1000 words

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

- Investigate the fundamentals and practices of early childhood learning
- Plan learning activities
- Implement learning activities
- Evaluate learning activities

Structure

The Early Childhood Studies course is designed around units that focus on an aspect of early childhood development.

Year 11	Year 12
• Play and creativity • Literacy and numeracy skills	• Children's Wellbeing • Indoor and outdoor learning environments

Assessment

For Early Childhood Studies, each unit is assessed using an investigation and project

Investigation	Project
Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media	**Play-based learning activity** Implementation of activity up to 5 minutes **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media

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
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) - short response examination	Summative internal assessment (IA4): • Extended response — Written response

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
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination
Use of technology (IA1 and IA3) Calculators, spreadsheets, mathematical software etc.	
Use of technology (IA2 and IA4) Scientific calculator only	

Industrial Technology Skills

Year 11 - Engineering Pathways and/or Construction Pathways

Year 12 - Cert II in Engineering Pathways and/or Cert II in Construction Pathways (see VET section for details)

There are 2 pathways for this subject. Students are able to choose **one or both** pathways. In year 11, they complete 2 units of the Applied Subject: Industrial Technology Skills with embedded activities that contribute to the relevant certificate.

In year 12, they complete the relevant certificate i.e., Certificate II in Engineering Pathways or Construction Pathways. (See certificate description under VET section of handbook)

Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work. This subject complements the underpinning knowledge and skills for the relevant Certificate courses.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures.

Structure

Pathway options	Year 11	Year 12
Engineering pathways	Industrial Technology Skills Industrial Graphics	MEM20413 Certificate II in Engineering Pathways *see also VET for full description of this certificate
Construction pathways	Industrial Technology Skills Furnishing	CPC20220 Certificate II in Construction Pathways *see also VET for full description of this certificate

Assessment

For Industrial Technology Skills, assessment from two units is used to determine exit results. Students' results are reported using an A-E standard. Each unit is assessed using practical demonstration and project work.

Pathway	Practical demonstration	Project
Engineering pathway	**Practical demonstration**: The skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, drawings on up to 3 A3 pages supported by written or spoken notes, or equivalent digital media	**Technical drawings** Product: the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Construction pathway	**Practical demonstration** The skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	**Multi-material product** Product: 1 multi-material product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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
Module 1: What's my Thing Students develop an understanding of how to apply Music Principles and Practices in composition and performance. Students 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.	**Module 2: Getting to Know you** 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.	**Module 3: Putting it all together** 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.	**Module 3: Putting it all together** 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.

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.

Music in Practice cont.

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.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Social and Community Studies

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

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

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:

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

Structure

The Social and Community Studies course is designed around four Units:

Unit 1: Lifestyle and Financial Choices	Unit 2: Arts and Identing	Unit 3: Healthy Choices for Mind and Body	Unit 4: Legal and Digital Citizenship
Students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices. Students undertake practical activities that enable them to consider how needs, wants and resources are central to the decision-making of individuals and communities.	Students explore markers of identity as a social construct. They investigate how art contributes to a sense of identity and belonging for individuals, groups and communities. Students examine social contexts, issues and perspectives related to the importance of arts and the community. For example, the ways knowledge, cultures, values and beliefs are communicated through the arts, and how the arts contribute to individual and shared identities.	Students investigate choices related to recreation, leisure, food and nutrition from both a personal and society perspective, considering the implications of their choices. Students explore the importance of recreation and leisure time and experiences, and key influences and factors that affect food and nutrition. Students consider various approaches to wellbeing that enable them to reflect on their own health choices.	Students investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. They can explore key values that underpin the law. Students consider responsible use of digital technology. They explore digital technology use, its impacts on wellbeing and implications for relationships and communities. Students examine social contexts, issues and perspectives related to the law

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:

Project	Investiagtaion	Extended Response
A response to a single task, situation and/or scenario.	A response that includes identifying and using information beyond students' own knowledge, investigation a response and communicating outcomes.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Response requires a recommendation and an evaluation. • Informative Text- Written: up to 800 words • An evaluation- Witten up to 500 words	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words	Presented in one of the following modes: • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

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
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

For Sport and Recreation, students will complete four units across Years 11 and 12. Units 1 and 2 will mirror Units 3 and 4 assessment. Assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- Two projects (annotated records of the performance is also required)
- Two performances

Project	Performance
A response to a single task, situation and/or scenario.	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.
At least two different components from the following: • written: 500–900 words, • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	• 2–4 minutes*

Prerequisites

Students must achieved a 'C' or higher in Year 10 HPE.

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

Tourism

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations

Structure

The Tourism course is designed around interrelated core topics and electives.

Core concepts and ideas	Electives	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

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
- one examination
- one investigation
- one extended response.

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: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 x A4 pages max (or equivalent)	Presented in one of the following modes: • written: 600–1000 words • multimodal – non-presentation: 10 A4 pages max (or equivalent) -presentation: 4–7 minutes.	Presented in the following mode: • spoken: 3–4 minutes	60–90 minutes 50–250 words per item

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
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D

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 idenified skills to the production of artworks.

A project consists of:
• a product component: variable conditions
• at least one different component from the following
  – written: 500–900 words
  – spoken: 2½–3½ minutes
  – multimodal
  ▪ non-presentation: 8 A4 pages max (or equivalent)
  ▪ presentation: 3–6 minutes.
	• variable conditions

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

NATIONALLY RECOGNISED TRAINING

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 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.

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 and select 'RTO Files'.

Certificate III in Community Dance, Theatre and Events - CUA30220

***Subject to QCAA Approval**

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

CUA30220 Certificate III in Community Dance, Theatre and Events

Qualification description

This qualification prepares students to perform basic business skills and knowledge in a business context under direct supervision. Job roles include administration assistant and receptionist.

Refer to 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 CUA30220 Certificate III in Community Dance, Theatre and Events, 13 units of competency must be achieved. Students can major in Performing or Technical Production:

Unit code	Title
BSBTWK301	Use Inclusive Work Practices
CUAIND311	Work effectively in the Creative Arts Industry
CUAIND314	Plan a career in the Creative Arts Industry
CUAWHS312	Apply work health and safety practices
CUAACT311	Develop basic acting techniques for performance
CUAPRF317	Develop performance techniques
CUASTA311	Assist with production operations for live performances
CUAVOS312	Develop vocal techniques for use in performance
CUAIND211	Develop and apply creative arts industry knowledge
CUASTA212	Assist with bump in and bump out of shows
CUAPRF311	Create and perform stories for theatre
CUAPRF314	Develop audition techniques
CUAPRF316	Develop basic musical theatre techniques
CUALGT211	Develop basic lighting skills
CUASOU211	Develop basic audio skills and knowledge
CUASMT311	Work effectively backstage during performances

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.

Fees

There are no additional costs involved in 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 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 live theatre environment.

Pathways

This qualification may articulate into:

- CUA40311 Certificate IV in Community Culture
- CUA50211 Diploma of Musical Theatre
- Work within the entertainment industry.

See other financial qualifications at training.gov.au.

NB: The offering of CUA31020 Certificate III in Community Dance, Theatre and Events is subject to registration by QCAA.

Certificate II in Construction Pathways - CPC20211

(Year 12 only after completion of Industrial Technology Skills – Construction Pathways in Year 11)

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

CPC20211 Certificate II in Construction Pathways

Qualification description

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

Refer to 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 the Applied subject, Industrial Technology Skills.

Course units

To attain a CPC20211, 12 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
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2006	Apply basic levelling procedures
CPCCCM2009	Carry out basic demolition
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 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.

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.

Certificate II in Engineering Pathways - MEM20413

(Year 12 only after completion of Industrial Technology Skills – Engineering Pathways in Year 11)

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

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 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 CPC20211 Certificate II in Construction Pathways.

Course units

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

Unit code	Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE003	Use oxy-acetylene and soldering equipment

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.

Certificate III in Fitness – SIS30321 + Certificate II in Sport & Recreation - SIS20115

SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport & Recreation

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
- Delivery of Community Fitness Programs
- Organise and Complete Work Tasks
- First Aid and CPR Certificate
- Anatomy and Physiology
- Cardio & Conditioning Program
- Bootcamp Program

Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation

Course Schedule – Year 12

- Anatomy and Physiology
- Gym Programs
- Specific Populations – Training Older Clients, Client Conditions
- Screening & Health Assessments

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 and select 'RTO Files'.

Prequisites

'C' in Year 10 HPE, Science and Maths

Certificate III in Hospitality – SIT30622

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

SIT30622 Certificate III in Hospitality

Qualification description

This qualification prepares students to perform basic hospitality skills and knowledge in a cafe context under direct supervision. Job roles include Food and Beverage service.

Refer to 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 SIT20316, 15 units of competency must be achieved:

Unit code	Title
SITXFSA005	Use hygienic practices for food safety
SITHIND008	Work effectively in hospitality service
SITXHRM007	Coach others in job skills
SITHIND006	Source and use information on the hospitality industry
SITXCCS014	Provide service to customers
SITXWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITHFAB0025	Prepare and serve espresso coffee
SITXFIN007	Process financial transactions
SITHCCC0024	Prepare and present simple dishes
SITHKOP009	Clean kitchen premises and equipment
SITHFAB0021	Provide responsible service of alcohol
TLIE0009	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 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 is an additional fee of $200/year 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 participate in running Railway Café at Wynnum SHS to complete their shifts. They are rostered on for a week at a time and complete a range of function work as well.

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.

Certificate III in Laboratory Skills – MSL30118

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

MSL30118 Certificate III in Laboratory Skills

Qualification description

This qualification prepares students to perform basic laboratory skills and knowledge under direct supervision. Job roles include laboratory assistant capable of working across a range of industries.

Refer to 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 a Wynnum State High School.

Course units

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

Unit code	Title
BSBCMM211	Apply communication skills
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
MSL924005	Process and interpret data
MSL053005	Receive and prepare samples for testing
MSL973025	Perform basic tests
MSL973026	Prepare working solutions
MSL973028	Perform microscopic examination
MSL974031	Prepare, standardise and use solutions
MSL974032	Perform chemical tests and procedures
MSL974033	Perform food tests

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.

Fees

There are no additional costs involved in 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 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 as required.

Pathways

This qualification may articulate into:

- MSL40118 Certificate III in Laboratory Techniques
- MSL50118 Diploma in Laboratory Technology
- work within a laboratory business.

See other financial qualifications at training.gov.au.

Certificate III in School Based Educational Support - CHC30221

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

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 tasks as well as activities to support students with their learning under the guidance of a teacher or other educational professional.

Refer to 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
CHCEDS048	Work with students in need of additional learning support
*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

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.

Fees

There are no additional costs involved in 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 a business office as closely as possible.

Assessment techniques include:

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

Work placement

Students must complete 100 hours of work in a classroom environment to achieve this qualification. This is organised with local primary schools by the Industry Liaison Officer at Wynnum SHS.

Pathways

This qualification may articulate into:

- CHC40221 Certificate IV in School Based Education Support
- Entry level work as a teacher aide.

See other financial qualifications at training.gov.au.

Certificate III in Screen and Media – CUA31020

*Subject to QCAA Approval

Wynnum State High School

RTO number: 30118

NATIONALLY RECOGNISED TRAINING

CUA31020 - Certificate III in Screen and Media

Qualification description

This qualification reflects the role of individuals who use basic skills and knowledge for work in skilled assistant or skilled assistant operator roles in the screen, media and entertainment industries. It applies to work in interactive digital media, film and television, radio, lighting and sound, content creation and technical broadcasting environments.

The job roles that relate to this qualification may include editing assistant, assistant content creator, assistant sound technician, assistant audio-visual technician, assistant radio producer, podcast producer, community radio producer, community radio presenter, junior animator, camera assistant and technical production assistant. Individuals usually work under direction, using some discretion and judgement, and may provide technical advice and support to a team.

Refer to 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 CUA31020 - Certificate III in Screen and Media, 11 units of competency must be achieved:

Unit code	Title
BSBCRT311	Apply critical thinking skills in a team environment
CUAIND311	Work effectively in the creative arts industry
CUAWHS312	Apply work health and safety practices
CUAANM413	Create titles for screen productions
CUADIG311	Prepare video assets
CUAPOS211	Perform basic vision and sound editing
CUAWRT301	Write content for a range of media
CUASOU212	Perform basic sound editing
CUACAM211	Assist with basic camera shoots
CUAACD101	Use basic drawing techniques
CUAACD201	Develop drawing skills to communicate ideas

RTO obligation

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

Students who are deemed competent in all units of competency will be awarded a 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.

Fees

There are no additional costs involved in 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 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 within the field of film, television and new media.

Pathways

This qualification may articulate into:

- CUA41220 - Certificate IV in Screen and Media
- CUA60620 - Advanced Diploma of Screen and Media

- work within the field of film, television and new media.

See other financial qualifications at training.gov.au.

NB: The offering of CUA31020 Certificate III in Screen and Media is subject to registration by QCAA. In the event of the school not receiving registration to deliver this certificate, the Applied subject Media Arts in Practice will be offered.

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
- SFR Coaching Program
- Anatomy & Physiology
- Sports Program
- Cardio & Conditioning Program
- Organise and Complete Work Tasks
- First Aid and CPR Certificate

Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation

Course Schedule – Year 12

- Developing Coaching Practices
- Plan and Deliver a Sports Competition
- 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 and select 'RTO Files'.

Prerequisites

'C' in Year 10 HPE

TAFE AT SCHOOL 2024

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.

For more information, please visit the live link to the TAFE at School 2024 Course Guide https://issuu.com/tafebrisbane/docs/1461_tas_guide_2024_v7_issuu

Application Codes are all found on pages 94 to 97.

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.

Please follow this link for information about VETiS funding.
https://desbt.qld.gov.au/training/providers/funded/vetis

Student undertaking a TAFE qualification attend TAFE one day per week.

For further details, please speak with the Industry Liaison Officers, Deb Bott or Tanya Moore on the ground floor of A Block or by phoning 3906 7348.