



**SENIOR SUBJECT  
HANDBOOK  
2022 TO 2024**

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*Ver 7 Updated 28 March 2023 - correct at time of publication but subject to change*

## MESSAGE FROM THE PRINCIPAL

Welcome to your Post Compulsory Education at Windaroo Valley State High School. As a senior student, it is important that you have a clear understanding of your future pathway.

How successful you are in your senior studies is ultimately up to you. Your success will depend upon how you take up opportunities as they are presented and how you commit to your studies over the next three years.

We are living in times of rapid social and technological change. To achieve your potential, you will need to confront life's challenges with perseverance, thoughtfulness and inventiveness. Above all you will need to be resilient!

The focus on your future pathway and the development of your **Senior Education and Training Plan (SETP)** is designed to assist you to meet the needs of future employers and industry, either at the completion of Year 12 or after tertiary study.

This handbook is a guide for students progressing to their senior phase of learning - Years 10, 11 and 12 at Windaroo Valley State High School. The task of selecting your pathway or course of study in Senior is not easy and we encourage parents/carers to be involved in this decision-making process.

The selection of subjects should be made after consideration of your desired pathway, as the decisions made will have a major influence on your career and future. Most importantly, you should choose subjects that you have some interest or aptitude for that will therefor position you to achieve your best.

I wish you all the very best as you embark on a new and exciting journey as a senior student at Windaroo Valley State High School.

Tracey Hopper

Principal

## Information for Parents/Carers and Students

This handbook outlines the subjects offered by Windaroo Valley SHS to students in their senior phase of learning - **Years 10 to 12** (2022 to 2024). It has been produced to assist students to make decisions on the appropriate subjects to study throughout the senior phase in order to obtain their desired future pathway and achievement of the New Queensland Certificate of Education (QCE).

The QCE is recognition of a student's success in completing a set amount of learning, at the set standard, in a set pattern while meeting literacy and numeracy requirements.

The pathway that students will take during senior should be carefully considered – **ATAR Pathway** for tertiary/university entrance through the Australian Tertiary Admissions Rank (ATAR) or the **Options pathway** which will prepare students for TAFE study, apprenticeships, traineeships and paid work.

Further information on the New QCE can be found below:

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_te\\_qce\\_factsheet\\_requirements.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf)

The importance of choosing appropriate subjects cannot be overemphasized. It is expected that the subjects that the student chooses for Year 10 will be the subjects that they continue to study throughout Years 11 and 12 with the exception of courses chosen on the flexible day of learning.

Windaroo Valley State High School has a **three year senior phase of learning** and there are no further subject selection opportunities. Students may request a Senior pathway review to change subjects early in Year 10, however, this is totally dependent on available vacancies in the destination subject, student results and whether the change fits with their pathway. This applies to all pathways – ATAR and Options. Subject changes in Year 10 after Semester 1 and in Years 11 and 12 will only be made in exceptional circumstances.

Monday will provide a **flexible day of learning** for students entering Year 10 in 2022. All students start with completing six subjects/courses across five days. Once students have banked QCE credits into their learning account, they may apply to complete five subjects across four days. The fifth day becomes a flexible day of learning and could include completion of other courses, work experience, SATs or study at home.

Students should plan on completing Year 12 and achieving a QCE. Students wishing to undertake tertiary study after Year 12 should plan on achieving an ATAR. Our school offers pathways and subjects that should cater for the needs of all of our students as long as they choose the course of study that is suited to their abilities and interests. There is little value in choosing subjects that are too difficult in the hope that the subject will result in a higher ATAR. Students gain the most advantage from choosing a pathway and subjects that they can manage academically and find interesting as they will be studying these subjects for three years. Year 9 results will give an indication of both ability and interests.

A three year senior phase gives students the opportunity to begin to specialise in certain areas of the curriculum and determine their pathway through their senior phase of learning. For the majority of subjects the Preparatory (Prep) Units aligned to ACARA will be studied during Year 10 and Units 1 to 4 will be studied across Years 11 and 12.

### Learning Outcomes

The Learning Outcome for most students in Years 10, 11 and 12 is a QCE or a QCIA for a small number of students on an Individual Learning Program.

The requirements of the New QCE can be found here:

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_te\\_qce\\_factsheet\\_requirements.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf)

## Senior School Pathways and Subjects

The senior subjects undertaken depends on the pathway selected by the student. Students choose an **ATAR pathway** or an **Options pathway** and appropriate subjects to match their pathway. **All students are required to have a BYOD laptop regardless of their Senior pathway.**

**ATAR Pathway** – minimum of 5 General subjects unless otherwise agreed during SET plan interview - 6 General subjects are recommended for students who are aiming for a higher ATAR and are academically capable.

**Options Pathway** – a combination of Applied subjects and VET subjects

*When choosing subjects – students should choose subjects that they **enjoy**, they **are good at** and that are **prerequisites for the courses** they want to apply for in the future.*

### General Subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary/university studies – **ATAR pathway** and who have a strong commitment to their studies and a high attendance rate.

All General subjects will have External Exams that are set by, scheduled and marked by Queensland Curriculum and Assessment Authority (QCAA). Most will contribute 25% toward the final subject result. In Mathematics and Science subjects, the final External Exams will contribute 50% towards the final result.

Each General subject consists of 4 units of study. All General subjects include **External Exams** at the end of Year 12 – this exam covers Units 3 and 4. This means that **minimising time out of class in Years 11 and 12** is very important as absences from school will have a significant impact on student outcomes. This includes part days – late arrivals and early departures. When you are preparing for External Exams (written by QCAA), the work covered in every lesson is important. Avoidable absences from school such as appointments and family holidays should be avoided.

The External Exams will be common to all schools and administered under the same conditions, at the same time and on the same day. QCAA will schedule the exams in Term 4 of Year 12 so it is essential that families do not plan to have students absent during this time.

*Students who have chosen an Options pathway who wish to study a General subject must apply to the Principal and will be approved in exceptional circumstances only. Please note students choosing the ATAR pathway are not eligible for School based apprenticeships, traineeships or TAFE courses.*

### Applied subjects

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

### Vocational and Educational Training subjects

Windaroo Valley SHS is the Registered Training Organisation (RTO) for some Certificate courses. VET qualifications are also provided by external RTOs. Some courses use students' **VETiS funding** while others are **fee for service**.

### ATAR (Australian Tertiary Admissions Rank)

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

<https://www.qtac.edu.au/atar-my-path/atar>

## Senior Education and Training Plan (SET Plan)

In Year 9 during Semester 2, school staff work with students and their parents/carers to develop a Senior Education and Training (SET) Plan.

Students' SET Plans will help them:

- think about their education, training and career goals after Year 12
- structure their learning in Years 10, 11 and 12 around their abilities, interests and ambitions
- decide which learning options they should choose to achieve their learning, further education and training, and career goals.

Students should choose subjects that:

- they enjoy
- they are good at
- are prerequisites for future study or will assist them in the pathways of their choice.

The students' SET plan will inform their subject choices for Year 10 to 12.

During Year 10, students will undergo a review process, confirming their Senior Education and Training Plan (SET Plan).

The SET Plan may include learning at school or TAFE, through an employment program, an apprenticeship or traineeship, or a combination of these. *Please note - students choosing an ATAR pathway are not eligible to do SATs or TAFE courses.* They are developed as a 'working document' and are revisited and realigned according to individual circumstances over Years 11 and 12.

Education and training achievements during the senior phase will be 'banked' in a learning account with the QCAA and may count towards a senior qualification.

### Why the Plan?

This plan assists the students to make informed decisions about their futures at the time they begin their Senior Phase of Learning in Year 10. It is an opportunity for students to reflect upon their own abilities and aspirations while researching up to date information about specific pre-requisites, work expectations and opportunities. The development of a SET plan exposes students to the many different ways they can reach their ultimate career goals.

### What does a SET Plan involve?

- reviewing past achievements
- building on individual strengths and interests
- identifying areas where more development is needed
- exploring available options for education, training or employment
- selecting a senior pathway – **ATAR** or **Options**
- selection of their senior subjects for Years 10 to 12
- an interview including their parents/caregivers and SET plan advisor

In developing the SET Plan, teachers and support staff work with students to develop their skills and capacity to set goals about what they want to achieve in the Senior Phase of Learning and beyond. By the time students are ready to confirm their SET Plan in Year 10, students will need to have a detailed understanding of:

- their personal goals and aspirations
- their chosen pathway
- education and training requirements to achieve their goals
- areas of strength
- areas requiring further attention
- contingencies that allow for changed circumstances
- the full range of career options and pre-requisites
- opportunities for community/civic involvement

### **Parent Involvement**

As parents and carers, we ask you to discuss the above points with your child. This conversation is beneficial in helping both you and your child in preparation for the set plan interviews.

All Parents and carers are required to attend an interview in year 9 during term 3. The interviews will take approximately 30 minutes (assuming all prior preparation is completed) and culminates in your child's subject selections.

**Bookings are made online through SOBS.**



## Subject offerings 2022 to 2024

General subject (G) Applied (A) VET (V)

DEPARTMENT	2022 YR 10	2023 YR 11	2024 YR 12
English	Essential English	Essential English (A)	Essential English (A)
	General English	General English (G)	General English (G)
Science	Biology	Biology (G)	Biology (G)
	Physics	Physics (G)	Physics (G)
	Chemistry	Chemistry (G)	Chemistry (G)
	Science in Practice	Science in Practice (A)	Science in Practice (A)
	Certificate II in Sampling and Measurement (V) 6mths course	Certificate II in Sampling and Measurement (V) 6mths course	Certificate II in Sampling and Measurement (V) 6mths course
Physical Education and Aquatics	Physical Education	Physical Education (G)	Physical Education (G)
	Sport & Recreation	Sport & Recreation (A)	Sport & Recreation (A)
	Fitness	Cert III in Fitness (V)	Cert III in Fitness (V)
	Aquatic Practices	Aquatic Practices (A)	Aquatic Practices (A)
	Certificate II in Health Support (V) 6mths course	Certificate II in Health Support (V) 6mths course	Certificate II in Health Support (V) 6mths course
Industrial Design and Technology  STEM	Building & Construction Skills	Building & Construction Skills (A)	Building & Construction Skills (A)
	Engineering Skills	Engineering Skills (A)	Engineering Skills (A)
	Information & Communication Technologies	Information & Communication Technologies (A)	Information & Communication Technologies (A)
	Design	Design (G)	Design (G)
		Certificate II in Electrotechnology (V) 1yr course	Certificate II in Electrotechnology (V) 1yr course
Business	Legal	Legal Studies (G)	Legal Studies (G)
	Diploma of Business	Diploma of Business	Diploma of Business
	Business Studies	Business Studies (A)	Business Studies (A)
	Tourism	Tourism (A)	Tourism (A)
	Certificate II in Logistics (V) 6mths course	Certificate II in Logistics (V) 6mths course	Certificate II in Logistics (V) 6mths course
Social Science and LOTE	Japanese	Japanese (G)	Japanese (G)
	Modern History	Modern History (G)	Modern History (G)
	Geography	Geography (G)	Geography (G)

DEPARTMENT	2022 YR 10	2023 YR 11	2024 YR 12
Maths	Essential Maths	Essential Maths (A)	Essential Maths (A)
	General Maths	General Maths (G)	General Maths (G)
	Mathematical Methods	Mathematical Methods (G)	Mathematical Methods (G)
	Specialist Maths	Specialist Maths (G)	Specialist Maths (G)
The Arts	Music	Music (G)	Music (G)
	Visual Art	Visual Art (G)	Visual Art (G)
	Film, Television & New Media	Film, Television & New Media (G)	Film, Television & New Media (G)
	Media Arts in Practice	Media Arts in Practice (A)	Media Arts in Practice (A)
	Drama in Practice	Drama in Practice (A)	Drama in Practice (A)
	Dance in Practice	Dance in Practice (A)	Dance in Practice (A)
Food and Textile Design	Hospitality	Hospitality Practices (A)	Hospitality Practices (A)
		TTC Program - Cert II Hospitality (V) 1yr course	TTC Program - Cert II Hospitality (V) 1yr course
		TTC Program - Cert II Kitchen Operations (V) 1yr course	TTC Program - Cert II Kitchen Operations (V) 1yr course
	Early Childhood	Possible SAT in childcare	Possible SAT in childcare
Special Education	ASDAN Certificate	ASDAN Certificate	ASDAN Certificate

**Please note** that while subjects may be offered, the running of these subjects is dependent on minimum student numbers, compatibility with the main timetable and staff availability. Students wishing to complete the Certificate II in Hospitality cannot choose Hospitality Practices.

## Your Checklist



When making your decisions about subjects for Senior, consider the following questions:

- How well have you coped with related subjects in Year 9?
- Have you considered what you would like to do after Year 12?
- Do you wish to undertake tertiary studies after Year 12?
- Do you wish to gain employment after Year 12?
- If you know which tertiary courses you would like to study, have you checked the pre- requisite subjects necessary for entry into that course?
- If you do not wish to study at a tertiary institution after Year 12 and you simply want to acquire skills that may help you gain employment, have you considered a selection of Applied and VET Industry subjects as a possible option?
- After considering all of the above, try to choose the subjects in which you have had previous success and the ones you've enjoyed most. Make your next year of school enjoyable. If you enjoy a subject, you are more motivated to complete the course requirements.
- Have you considered a School Based Apprenticeship or Traineeship to complement your studies and build on work skills? Not compatible with ATAR pathway
- Have you discussed possible Career options with your Parent / carer?
- Have you discussed the subject fees with your Parent / carer?
- Have you considered any VETiS funding implications?

### Helpful Tips

There are traps to avoid when making a selection of subjects that suit you.

- Do not select certain subjects simply because someone has told you that they “help get you good results and give you better chance of getting into University”.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it when they studied it.

## Bring Your Own Device (BYOD)

Bring Your Own Device (BYOD) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students use their personally-owned mobile devices to access the department's information and communication (ICT) network.

**ALL students in year 10 are required to have a BYOD Laptop ready for the start of 2022. There will be no cost extra cost attached to connect your device at school.**

Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.

The department has carried out extensive BYOD research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts.

We have chosen to support the implementation of a BYOD model because:

- BYOD recognises the demand for seamless movement between school, work, home and play
- Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting
- Assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

Before acquiring a device to use at school the parent or caregiver and student should be aware of the school's specification of appropriate device type, operating system requirements and software. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department's network. Windaroo Valley SHS specific device specifications can be found on our school website.

<https://windarooroovalleyschools.eq.edu.au/curriculum/bring-your-own-device>

The school's BYOD program may support printing, filtered internet access, and file access and storage through the department's network while at school. However, the school's BYOD program does not include school technical support or charging of devices at school.

## Student Resource Scheme

Every student is encouraged to participate in the Student Resource Scheme (SRS) to ensure they have access to the resources that support their success at Windaroo Valley State High School. Through this scheme, the school is able to provide additional resources that enhance their learning.

SRS funds also allow the school to provide state of the art facilities such as our Science Centre, fully equipped Manual Arts block, Visual Arts facilities, sporting equipment, Trade Training Centre and Student Centre equipped with gym and weights.

Each year the school liaises with the student council association to determine the SRS payments requested from parents, currently for years 10 – 12 is \$250/year.

Windaroo Valley State High School ensures all students have access to a quality education. Participation in the SRS is required for participation in extracurricular activities, as outlined in our School Representation Policy

Parents and carers can access the non-participants list from the school website under quick links, subject selection handbooks.

### Minimum Associated Costs

The following information is provided to assist you in calculating the costs associated with your child's preferred subjects. Some subjects require associated costs to be paid before acceptance in to the program as these subjects are in high demand. This will be noted on the subject's page in the Subject Selection Handbook located on the school website.

### Parents/carers experiencing financial difficulty

Please contact the school Business Manager on 3804 2333 if financial hardship exists so that special arrangement can be made to meet your needs. All discussions will be held in confidence.

### Refunds Policy

Refunds will not be given for excursions/sporting activities where the student decides not to go. This is to cover the cost of buses, entrance fees and participation fees which still need to be paid by the school. Refunds will be paid in circumstance where the school cancels excursion/sporting activities. Interschool sport levy will not be refunded for byes as the school is still responsible for the associated costs.

Any refunds from school activities (i.e. cancelled by the school) will be applied against outstanding SRS and/or subject levy debts for this student or his/her siblings.

## Costs

Subject	Year 10	Year 11	Year 12
SRS	\$250	\$250	\$250
Diploma of Business	\$1250		
Aquatic practices excursions	\$50	\$200	\$160
Aquatic practices subject levy		\$120	\$50
ASDAN subject levy	\$15	\$30	\$30
Biology camp	\$50	\$120	
Building & Construction Skills levy <i>(plus steel cap leather boots and a long sleeve industry work shirt to be purchased by the student )</i>		\$60	\$60
Fitness and Certificate III in Fitness	\$110	\$290	
Certificate III in Fitness excursions	\$60	\$60	\$60
Chaplaincy P & C voluntary contribution (Tax deductible)	\$5, \$10, \$15, \$20 or other	\$5, \$10, \$15, \$20 or other	\$5, \$10, \$15, \$20 or other
Chemistry excursions	\$50	\$50	\$60
Early Childhood	\$40		
Engineering Skills levy <i>(plus steel cap leather boots and a long sleeve industry work shirt to be purchased by the student )</i>		\$60	\$60
Cert II in Sampling and Measurement 6mths course	\$50	\$50	\$50
Geography Excursions	\$25	\$25	\$25
Modern History Excursions	\$25	\$20	\$20
Hospitality Practices subject levy		\$40	\$40
Instrumental hire	\$120	\$120	\$120
Instrumental levy	\$44	\$44	\$44
Inter-school Sport	\$25 per semester	\$25 per semester	\$25 per semester
Physics excursions	\$50	\$40	\$80
Science in practice excursion	\$50	\$50	\$50
SIT20316 Hospitality Certificate II subject levy		\$120	\$120
SIT20416 Certificate II in Kitchen Operations subject levy		\$120	\$120
QCIA	\$15	\$30	\$30

# Aquatic Practices

## Rationale

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Aquaponic systems</li><li>• Plastics in the ocean</li><li>• Surf craft design</li><li>• Oceanography and</li><li>• Coastal Management</li></ul>	<ul style="list-style-type: none"><li>• Closed water snorkelling</li><li>• Fishing</li><li>• Recreational marine</li><li>• drivers license course</li><li>• Boat and Craft design</li></ul>	<ul style="list-style-type: none"><li>• Open water snorkelling</li><li>• Marine Biology and</li><li>• Ecosystems</li><li>• Aquaculture</li><li>• Coastal Navigation</li><li>• Seafood Nutrition and Cooking</li></ul>

## Assessment

In Applied syllabuses, assessment is standards-based. The standards are described for a range of objectives across three dimensions – Acquire, Apply and Evaluate. The standards describe the quality and characteristics of student work across five levels from A to E.

One of the main purposes of assessment is to provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations.

## Prerequisites

All students who choose this subject **must be prepared to participate fully in all topics**. Due to the practical nature of the subject, students wishing to enrol will need to successfully **complete a selection trial** which includes a 200m swim, treading water for 60 seconds and demonstration of a variety of basic aquatic safety skills during an Aquatics Safe Session held at the local pool, run by Aquatics teaching staff.

Minimum C in Year 9 Science is preferred.

## Additional Costs covering

Year 10 Excursions \$50

Year 11 Subject levy \$120, Excursions \$200

Year 12 Subject levy \$50, Excursions \$160

## Special Subject Advice

This subject does incur significant costs due to pool transport, boat maintenance, program and workbook materials, and specialist personnel.

Students must be prepared to pay their subject levy up front by the beginning of the year otherwise they may be removed from the program.

Course applicants must be prepared to commit to 3 and 4 night long camps and other off campus activities.

## Possible Careers

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

# Biology

## Rationale

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Cells, Systems &amp; Disease</li><li>• Genetics &amp; Evolution</li><li>• Homeostasis</li><li>• Ecosystems &amp; Biodiversity</li></ul>	<ul style="list-style-type: none"><li>• Cells &amp; Multicellular</li><li>• Organisms</li><li>• Maintaining the Internal</li><li>• Environment</li></ul>	<ul style="list-style-type: none"><li>• Biodiversity &amp; the</li><li>• Interconnectedness of Life</li><li>• Heredity &amp; the Continuity of</li><li>• Life</li></ul>

Biology is the science of life or living matter in all its forms and phenomena, especially with reference to origin, growth, reproduction, structure, and behaviour. Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

## Assessment

Students are required to submit/sit for all assessment instruments throughout the two years. Students will be assessed using: Data Tests, Student Research Investigation, Experimental Laboratory Report, External Exams.

## Prerequisites

A high degree of competency in English and Science is required. Students need to achieve a minimum of B in Year 9 English and Science.

## Specialist Equipment

Students enrolled in this subject are required to have a **BYOD laptop** and will need a calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book.

## Additional Costs covering

Biology camp year 10 \$50, year 11 \$50, year 12 \$60 (approximate only)

## Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. No food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

## Possible Careers

Microbiology, Animal Physiology, Zoology, Environmental Issues, Research Project, Genetics, Archaeology: Evolution, Palaeontology, Agriculture, Food Science Cell Biology, Molecular Biology, Molecular Science and Innovation Management, Biotechnology, Marine Studies, Biomedical Science.



# Building and Construction Skills

## Rationale

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Introduction to WPH&amp;S</li><li>• Introduction to production processes</li></ul>	<ul style="list-style-type: none"><li>• The Building and Construction Industry</li><li>• Residential building and construction sites</li></ul>	<ul style="list-style-type: none"><li>• Carpentry</li><li>• Simulated working experience</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment in the form of examinations, projects and practical demonstrations.

## Prerequisites

Minimum of a C in a Year 9 in an Industrial Technology and Design subject is preferred. Students must have demonstrated consistent adherence to WPHS policies and procedures.

## Special Subject Advice

This subject does incur a significant cost due to the materials, and specialist equipment used by the students. To cover costs and to ensure a place, students must be able to demonstrate their ability to meet financial commitments to be eligible for entry into this course of study.

**Year 11 Subject Levy - \$60**

**Year 12 Subject Levy - \$60**

Students will also require full leather protective boots (industry standard – steel capped), Safety glasses and long sleeve industry work wear shirts to protect their school uniform from damage.

## Workplace Health & Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery and have hair tied back (as per School Dress Code). Safety glasses and hearing protection is compulsory for practical work.

## Possible Careers

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

# Business Studies

## Rationale

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

## Areas of Study

Year 10 Business Studies	Year 11 and 12 Applied subject Business Studies	
<ul style="list-style-type: none"> <li>Introduction to business fundamentals</li> <li>Business analysis and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li>Customer service - effective customer service skills to develop customer loyalty and increased sales</li> <li>Data management - managing business information to maintain the security and privacy of customer information, and assist in providing efficient customer service.</li> <li>Social media - promote a business using social media to increase market share and sales.</li> <li>Work and life balance - maintain a balance by examining the rights and responsibilities of employees and employers.</li> </ul>	<ul style="list-style-type: none"> <li>Financial administration - internal control procedures and financial records to prevent fraud and theft.</li> <li>Events and marketing - organise, promote and coordinate events for success and achievement of goals.</li> <li>Events &amp; HR - coordinate an in school venture event to promote cultural week with HR practices in time worked and compensation.</li> <li>Computerised Accounting - explores computerised systems and processes of checking, recording and processing financial transactional documents.</li> </ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

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 an exam, extended responses and 2 projects.

Examination	Project	Extended Response
This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems.	This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning.	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Short response tests will feature 50-150 word items across a 70 minute exam,	A project consists of two different assessable components from the following: <ul style="list-style-type: none"> <li>written (400 – 700 words in Year 11 and 500-900 words in Year 12)</li> <li>spoken (1.5-3.5 minutes in Year 11, 2.5-3.5 minutes in Year 12)</li> </ul>	Presented in one of the following modes: written: 500-800 words in Year 11 and 600-1000 words in Year 12.

**Prerequisites**

A minimum of a C in Year 9 English is preferred.

**Possible Careers**

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

# Certificate III in FITNESS

**Certificate No.** SIS30321 – Certificate III in Fitness

## Rationale

Students will complete a nationally recognised qualification in the fitness industry. This course is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO Code #31319. More information about Binnacle can be found at [www.binnacletraining.com.au](http://www.binnacletraining.com.au)

## 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: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

## Course Outline

Units of Competency	
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
BUBSUS211	Participate in sustainable work practices
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide healthy eating information
SISFFIT041	Develop and instruct gym-based exercise programs for individual clients

### Assessment

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. Evidence contributing to competency will be collected throughout the course. Students will keep a log book of practical experiences (minimum of 20 hours).

### Prerequisites

Students must be prepared to participate in physical activity. Students are required to participate in cross training excursions, physical testing events and all school/district cross country and athletics carnivals. Students must have good quality written and spoken communication skills.

Students must be prepared to pay their subject levy up front by the end of February of the current year, otherwise they may be removed from the program. Students will also attend compulsory training excursions at a cost of approx. \$60.00 each year.

Subject levy breakdown	Year 10	Year 11
Fitness	\$110	
Certificate III Fitness		\$290.00
<b>Total</b>	<b>\$110</b>	<b>\$290.00</b>

### Special Subject Advice

Students are required to hold a **blue card** in order to participate in this course. There will be no cost for this card. More information will be provided once students commence the course.

### Possible Careers

Strength and conditioning for athletic performance, Community fitness program, Group fitness, Personal trainer, Club level official or coach, and Sports development officer.

# Certificate II in Electrotechnology

Certificate No. UEE22011 / RTO number: 0275



## Rationale

Kick start your career in the electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started.

In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.

Refer to <https://training.gov.au/> for specific information about the qualification.

UEE22011 - Certificate II in Electrotechnology	
UEENEEE101A	Apply Occupational Health and Safety regulations, codes and practices in the workplace
UEENEEE104A	Solve problems in d.c. circuits
UEENEEE141A	Use of routine equipment/plant/technologies in an energy sector environment
UEENEEE148A	Carry out routine work activities in an energy sector environment
UEENEEE179A	Identify and select components, accessories and materials for energy sector work activities
UEENEEK142A	Apply environmentally and sustainable procedures in the energy sector
CPCCWHS1001	Work safely in the construction industry
HLTAID001	Provide cardiopulmonary resuscitation
UEENEEE102A	Fabricate, assemble and dismantle utilities industry components
UEENEEE105A	Fix and secure electrotechnology equipment
UEENEEED101A	Use computer applications relevant to a workplace
UEENEEE020B	Provide basic instruction in the use of electrotechnology apparatus
UEENEED010B	Deliver a service to customers

## Entry requirements

Energy Skills Queensland recommends that students have completed Year 10 with passes in Mathematics, English and Science.

**Only students in Year 11 2023 can undertake this course.**

**Duration and location**

This program runs one day per week for one year and is delivered by TAFE Queensland at Windaroo Valley SHS.

**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**

This course is covered by **VETiS Funding** if it is the first course undertaken. Fee for service available for \$4498.

**Assessment**

Electrotechnology students may be assessed using a variety of techniques:

- Practical based tests and assignments
- Demonstration of skills using particular electrical equipment
- Completion of electrical simulations
- Written and practical case studies/assignments/tests.
- Compulsory Work placement is required.

**Work experience**

This program does not contain a compulsory Work Experience component; however we recognise the value and employment opportunities that Work Experience provides.

# Certificate II in Health Support Services

**Certificate No.** – HLT23215

## Rationale

Begin your career in healthcare with this entry-level course. This qualification will give you the foundation skills necessary to work in an assistant role in a health, aged or residential care setting, or to undertake further study in the field. Australia's healthcare industry is a strong-growth sector with more than 50,000 jobs expected to open in the next five years.

This course will equip you to work with people from diverse backgrounds, communicate and work effectively with others, conduct manual tasks and deliver a service to customers.

Successful completion of this course will qualify you to work in an assistance role in a health care facility. It will also give you the foundation skills you need to undertake further study in the industry.

This course is delivered by AXIOM College RTO #40489.

This course is 6 months in length only.

**This course uses students' VETiS funding.**

## UNITS

The successful achievement of this qualification requires you to complete all 12 Units (4 core and 8 elective units).

## Course Training Plan

Unit Code	Unit Name
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTINF001	Comply with infection prevention and control policies and
HLTWHS001	Participate in workplace health and safety
HLTHSS005	Undertake routine stock maintenance
CPPCLO2019A	Sort and remove waste and recyclable materials
BSBCUS201	Deliver a service to customers
BSBWOR203	Work effectively with others
HLTAID003	Provide first aid
CPPCMN3001B	Participate in environmentally sustainable work practices
SITXFSA101	Use hygienic practices for food safety
HLTWHS005	Conduct manual tasks safely

## Possible Careers

- Cleaner – Health Services
- Food Services Assistant (Hospital)
- General Hand (Hospital)
- Hospital Laundry Worker
- Ward Hand (Hospital)



## Certificate II in Hospitality (commencing 2023)

*Through the Windaroo Valley State High School FUTURES with FOOD TRADE TRAINING CENTRE*

**Certificate Numbers:** SIT20316 Certificate II in Hospitality

### Rationale

Students will complete a nationally recognised qualification in the hospitality industry, they will prepare and serve food and beverage to paying customers visiting the 'Valley View' restaurant in the Trade Training Centre It is a one-year course.

### VET Units of Competency

BSBWOR203 Work effectively with others (core)

SITXWHS001 Participate in safe work practices (core)

SITXFSA001 Use hygienic practices for food safety

SITXCOM002 Show social and cultural sensitivity (core)

SITXCCS003 Interact with customers (core)

SITHIND002 Source and use information on the hospitality industry (core)

SITHIND003 Use hospitality skills effectively (core)

SITXFSA002 Participate in safe food handling practices

SITHFAB002 Provide responsible service of alcohol (WVSHS has a partnership agreement with Training Direct Australia to deliver RSA. TDA will issue a statement of attainment)

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB007 Serve food and beverage

The course will be delivered in a six-hour block (one day) each week. This will often be from 8.45am to 2.50pm but may start or finish earlier or later so that breakfasts and dinners may be served. Students must complete a minimum of twelve industry equivalent service periods per certificate to achieve the qualification.

### Assessment

Students will need to demonstrate competency in all units. Evidence will be gathered using observation and product checklists (of practical skills) and questioning (short answer written and verbal questioning to check knowledge).

### Prerequisites

It is beneficial that a C be achieved in Year 9 Hospitality / Food & Textile Design. Note: The Certificate II in Hospitality is not compatible with Hospitality Practices.

### Additional Costs / Subject Levy

Hire 'Valley View' polo shirt \$15

Materials \$60

Responsible service of alcohol \$45

**Total \$120.00/year**

Students will not be required to supply ingredients. Subject levies must be paid in order to maintain enrolment in the program.

### Additional Equipment/ Uniform

SIT20316 students wear a 'Valley View' uniform shirt with their own black dress pants, black socks and black, impervious leather shoes. School college style lace up school shoes (as per the school Dress Code) are suitable. Waiter aprons will be supplied at school.

**Formal restaurant shirts will be supplied when required.**

In winter, students may wear a plain black jumper or coat. WVSHS uniform and TTC uniform should NEVER be worn together.

**Workplace Health and Safety Requirements**

All students will be required to follow industry best practice procedures and remove jewellery, tie hair up, wear leather shoes as described and adhere to a strict grooming policy. Failure to do so will mean that students will not meet the requirements of either certificate, as they will not be competent in Use hygienic practices for food safety and Participate in safe work practices.

**Pathways to Career Options**

Students will have comprehensive grounding in hospitality. They may also choose to complete Certificate II in Kitchen Operations, a higher certificate qualification, Diploma of Hospitality Management or seek employment as a bar or café attendant or food and beverage attendant.

# Certificate II in Sampling and Measurement

**Certificate Numbers:** - MSL20118

## Rationale

Start your science career with this entry-level course. There is a strong need for sample collection and laboratory skills across a variety of industries, from mining to food manufacturing and construction to pharmaceutical production. This qualification gives you the foundation-level skills to collect, handle and transport samples.

You will get the practical skills and knowledge to work effectively within a laboratory or field workplace. Learn how to record and store data, perform simple calculations, and present your results. Our highly experienced staff are still strongly embedded in the industry and will give you the one-on-one guidance you need to succeed.

Successful completion of this course will qualify you to gather samples required for a variety of industry testing situations. It will also give you the foundation skills necessary to complete further studies in either environmental sciences, health or trades.

The course is delivered by TAFE Queensland – RTO #0275.

This course is 6 months in length.

**This course uses students' VETiS funding.**

## Units

The successful achievement of this qualification requires you to complete all core and 4 elective units from the list below.

### Core Units

Unit Code	Unit Name
MSL912001	Work within a laboratory or field workplace (induction)
MSL922001	Record and present data
MSL943004	Participate in laboratory or field workplace safety procedures
MSMENV272	Participate in environmentally sustainable work practices

### Elective Units

Unit Code	Unit Name
MSL952001	Collect routine site samples
MSL973013	Perform basic tests
MSL973014	Prepare working solutions
MSL972001	Conduct routine site measurements

## Additional Costs

There will be a \$50 subject levy for this course.

## Possible Careers

- Tester/Sampler
- Food Manufacturing Tester
- Air Sampler Sample Courier Field Assistant
- Laboratory Attendant

## Certificate II in Kitchen Operations (commencing 2023)

*Through the Windaroo Valley State High School FUTURES with FOOD TRADE TRAINING CENTRE*

**Certificate Numbers:** SIT20416 Certificate II in Kitchen Operations

### Rationale

Students will complete a nationally recognised qualification in the hospitality industry, they will prepare food for paying customers visiting the 'Valley View' restaurant in the Trade Training Centre. It is a one-year course.

### VET Units of Competency

BSBWOR203 Work effectively with others (core)  
SITXWHS001 Participate in safe work practices (core)  
SITXFSA001 Use hygienic practices for food safety (core)  
SITHCCC001 Use food preparation equipment (core)  
SITHCCC005 Produce dishes using basic methods (core)  
SITHCCC011 Use cookery skills effectively (core)  
SITHKOP001 Clean kitchen premises and equipment (core)  
SITXINV002 Maintain the quality of perishable supplies (core)  
SITHCCC003 Prepare sandwiches  
SITHCCC006 Produce appetisers and salads  
SITHCCC 007 Produce stocks, sauces and soups  
SITHCCC008 Produce vegetable, fruit, egg & farinaceous  
BSBUS201 Participate in environmentally safe work practices

In Years 11 and 12, the course will be delivered in a six-hour block (one day) each week. This will often be from 8.45am to 2.50pm but may start or finish earlier or later so that breakfasts and dinners may be served. Students must complete a minimum of twelve industry equivalent service periods per certificate to achieve the qualification.

### Assessment

In years 11 and 12, students will need to demonstrate competency in all units. Evidence will be gathered using observation and product checklists (of practical skills) and questioning (short answer written and verbal questioning to check knowledge).

### Prerequisites

It is beneficial that a C be achieved in Year 9 Hospitality / Food & Textile Design. Note: The TTC program is not compatible with Hospitality Practices.

### Additional Costs / Subject Levy

Hire 'Valley View' polo shirt \$15  
Materials \$105  
Total \$120.00/year

Students will not be required to supply ingredients. Subject levies must be paid in order to maintain enrolment in the program.

### Additional Equipment/ Uniform

SIT20416 students will need to purchase their own chef uniform – check pants, double-breasted long sleeve white jacket with white buttons, black apron, black skull cap and white neckerchief. This can be purchased at any hospitality uniform supplier. The school will place an order for chef uniforms at the beginning of the school year. You may choose to purchase from this order, the cost will be advised (\$95 -100). Black impervious leather shoes are also required. Substantial school college style lace up school shoes (as per the school dress code) are suitable, but students may also wear a heavier work shoe. They are also required to hire a 'Valley View' uniform shirt. This shirt will be worn to and from school with

the chef pants and students will be required to change into full chef uniform to work in the commercial kitchen.

In winter, students may wear a plain black jumper or coat. WVSHS uniform and TTC uniform should NEVER be worn together.

### **Workplace Health and Safety Requirements**

All students will be required to follow industry best practice procedures and remove jewellery, tie hair up, wear leather shoes as described and adhere to a strict grooming policy. Failure to do so will mean that students will not meet the requirements of either certificate, as they will not be competent in Use hygienic practices for food safety and Participate in safe work practices.

### **Pathways to Career Options**

Students will have comprehensive grounding in hospitality, working back of house. They may choose to continue with a higher certificate qualification, chef apprenticeship, Diploma of Hospitality Management or seek employment as a breakfast cook, catering assistant, fast food cook and sandwich hand or take away cook.

# Certificate II in Logistics

**Certificate Numbers:** – TLI20119

## Rationale

Set yourself on the path to a career in logistics with this entry-level course. Gain the basic knowledge and skills required to seek employment as a logistics clerk.

The logistics and warehousing industries are essential to Australia's supply chain. The introduction of new automation and tracking technologies are driving demand in the sector. Projected annual growth in the integrated logistics sector is 2.6% over the next five years.

This course covers a range of warehousing duties including safety, order picking, and receiving and dispatching of goods. You will also gain customer service skills within the logistics environment.

This qualification will give you valuable practical experience and a nationally-recognised qualification. Successful completion of this course will qualify you to work as a logistics clerk or clerical and administrative worker in the integrated logistics industry.

This course is delivered by AXIOM College RTO #40489.

This course is 6 months in length only.

**This course uses students' VETiS funding.**

## UNITS

The successful achievement of this qualification requires you to complete all 11 Units (4 core and 7 elective units).

## Course Training Plan

Unit Code	Unit Name
TLIF1001	Follow work health and safety procedures
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLIU2012	Participate in environmentally sustainable work practices
TLIG2007	Work in a socially diverse environment
BSBCUS201	Deliver a service to customers
TLIA2013	Receive goods
TLIA2020	Replenish stock
TLIA2011	Package goods
TLIA2012	Pick and process orders
TLIA2021	Despatch stock
TLIA2022	Participate in stocktakes

## Possible Careers

- Logistics Support Officer
- Logistics Clerk

# Chemistry

## Rationale

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Periodic Table Patterns</li><li>• Matter</li><li>• Analytical techniques</li><li>• Chemical Reactions</li></ul>	<ul style="list-style-type: none"><li>• Chemical Fundamentals: Structures, Properties &amp; Reactions</li><li>• Molecular Interactions &amp; Reactions</li></ul>	<ul style="list-style-type: none"><li>• Equilibrium, Acids &amp; Redox</li><li>• Reactions</li><li>• Structures, Synthesis &amp; Design</li></ul>

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

## Assessment

Students are required to submit/sit for all assessment instruments throughout the two years. Students will be assessed using: Data Tests, Student Research Investigation, Experimental Laboratory Report, External Exams.

## Prerequisites

A high degree of competency in English, Mathematics and Science is required. Students need to achieve a minimum of B in Year 9 English, Science and General Mathematics.

## Additional Costs

Excursions year 10 \$50, year 11 \$50, year 12 \$60 (approximate only)

## Specialist Equipment

Students enrolled in this subject strongly recommended to have a **BYOD laptop** and will need a calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book.

## Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. No food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

## Possible Careers

Biotechnologist, Chemical Engineer, Forensic Chemist, Health Sciences, Medicine, Pharmacology, Veterinarian Science, Biochemistry, Molecular Cell Biology, Organic Chemistry, Innovation Analyst.

# Dance in Practice

## Rationale

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers. Students will study a variety of dance genres from Jazz, Musical Theatre, Contemporary and Popular Dance.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>All that Jazz – Musical</li><li>Theatre</li><li>History of Dance</li><li>Dance from stimulus</li></ul>	<ul style="list-style-type: none"><li>Dance Production</li><li>Dance Performance</li><li>Dance Literacy</li></ul>	<ul style="list-style-type: none"><li>Dance Production</li><li>Dance Performance</li><li>Dance Literacy</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessment are used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

## Prerequisites

Students must be prepared to perform in front of an audience.

## Special Subject Advice

Black Jazz Shoes (Optional) and black track pants/ leggings suitable for physical activity

## Possible Careers

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.



# Design

## Rationale

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

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

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Introduction to design</li><li>• Experience design through digital creation</li><li>• Race car design and prototyping</li></ul>	<ul style="list-style-type: none"><li>• Experience Design and the design process</li><li>• Collaborative design with clients</li></ul>	<ul style="list-style-type: none"><li>• Designing with empathy</li><li>• Sustainable design and redesign</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Design is a rigorous academic subject.

Minimum of a B in Year 9 English and a C Year 9 General Mathematics.

## Possible Careers

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture

## Subject's specific advice

As this is a general subject it is required that all students have a **BYOD laptop**.

# Diploma of Business

## BSB50120 Diploma of Business (Business Development)

RTO Provider: Get Set Education (RTO Code: 45252)



The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

### Pathways

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner.

### Prerequisites

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.

### Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

### Resource requirements

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.

### Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBOPS504 Manage business risk
- BSBFIN501 Manage budgets and financial plans.
- BSBOPS505 Manage organisational customer service
- BSBOPS501 Manage business resources
- BSBCRT511 Develop critical thinking in others
- BSBXCM501 Lead communication in the workplace
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy

### Assessment

Students will have both theoretical and practical assessments throughout the course.

Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio.

### Course Costs

- Full fee: \$849.00

The full fee includes a non-refundable \$49.00 enrolment fee which is collected upon submitting the online enrolment form.

Parent/guardians can then select to pay the remaining \$800.00 upfront or via a monthly payment plan.

### Payment Plan:

If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a 12-monthly direct debit.

Please note, that the payment plan incurs a one-off administration fee of \$12.00 and a transaction fee of 4.4% (including GST).

- o \$69.74 per month for 12 months + \$12.00 administration fee = \$848.88

Further details can be found in the Course Outline.

DISCLAIMER: All information contained is accurate at the time of publication but subject to change.

# Drama in Practice

## Rationale

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

## Areas of study

Prep Units	Units 1 and 2	Unit 3 and 4
<p>Gothic Theatre – exploring relatable theatre styles and Magical Realism developing performance and responding skills.</p> <p>Australian Theatre for Young Peoples – genre conventions and scriptwriting.</p> <p>Realism – stage acting</p> <p>Greek and Physical theatre – class project</p>	<p><b>Community Stories:</b> This unit explores Verbatim theatre (and its variations) reflects a community's identity through the telling of stories. Students will develop acting skills to suit the Verbatim Theatre style and will develop skills in improvising, designing, directing, play building, scriptwriting and acting (characterisation and role-building).</p> <p><b>World Theatre:</b> This unit explores the history of theatre and how it reflects the social, political and environmental perspectives of a culture. Through a focus on Indigenous theatre around the world, students develop an appreciation for dramatic work. Students will also develop skills in improvising, designing, directing, play building, scriptwriting and acting to plan, modify, create and evaluate a dramatic workshop for the purposes of reflecting, documenting or celebrating diverse cultures.</p>	<p><b>The Theatre Industry:</b> This unit focuses on developing skills for a future career pathway with a focus on the theatre industry and its roles. Students will develop individual skills for the purpose of self- realisation and expression.</p> <p><b>Arts Showcase:</b> This unit is aimed towards celebrating and showcasing the Arts at Windaroo Valley State High School. Every year, the Arts Department of Windaroo Valley State High School showcases works for the school community providing students with an opportunity to create and perform artworks for a real-life audience.</p>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

For Drama 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 one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

## Prerequisites

There are no pre-requisites for this subject

## Possible Careers

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

# Early Childhood

## Rationale

Early Childhood 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.

This is a one-year course (Year 10) so students can consider a career in early years education and explore a possible SAT in Year 11 and 12

## Areas of Study

Prep Units (year 10)
<ul style="list-style-type: none"><li>• Play to Learn - how children develop through play.</li><li>• A Healthy Start to Life - sound nutritional choices.</li><li>• Story telling- developing literacy and enjoyment of books.</li><li>• Family Fun Activities -identifying free and low-cost activities.</li></ul>

## Assessment

Assessment in Early Childhood allows you to demonstrate knowledge and understanding of early childhood learning. You will plan, apply and evaluate play-based learning activities in a range of contexts. You will have a chance to present information to audiences through writing and speaking, or by combining modes for a presentation. Some assessment is linked to work placement at the childcare centre.

Assessment for the Preparation Units is formative and is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10.

## Prerequisites

Sound communication skills are essential. Minimum of C in Year 9 English is preferred.

## Special Subject Advice

Students will engage in activity-based tasks that allow them to understand how children grow, develop and learn. Depending on the unit, they may require ingredients and craft materials.

There will be visits to local childcare centres in semester one, and work experience in semester two so students can participate in the full daily routine.

The subject levy of \$40.00 covers the hire of the subject polo shirt to wear on Mondays including work experience and consumable learning materials.

At school students will be required to have long hair tied back and **wear black, impervious leather lace up college style shoes with black laces** (as per the school dress code and workplace health and safety rules).

## Possible Careers

Students will 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. Students may choose to complete a school-based traineeship in Early Childhood Education and care.

# Engineering Skills

## Rationale

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Introduction to WPH&amp;S</li><li>• Introduction to production processes</li></ul>	<ul style="list-style-type: none"><li>• The Engineering and Fabrication Industry</li><li>• Welding and machine fabrication</li></ul>	<ul style="list-style-type: none"><li>• Advanced Welding and fabrication</li><li>• Simulated working experience</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment in the form of either projects or practical demonstrations.

## Prerequisites

Minimum of a C in a Year 9 Industrial Technology and Design subject is beneficial but not essential. Students must have demonstrated consistent adherence to WPHS policies and procedures.

## Special Subject Advice

This subject does incur a significant cost due to the materials, and specialist equipment used by the students. To cover costs and to ensure a place, students must be able to demonstrate their ability to meet financial commitments to be eligible for entry into this course of study.

**Year 11 Subject Levy - \$60**

**Year 12 Subject Levy - \$60**

Students will also require full leather protective boots, safety glasses and long sleeve industry work wear shirts to protect their school uniform from damage.

## Workplace Health & Safety Requirements

Due to Workplace Health and Safety Requirements, all students will be required to remove all jewellery and have hair tied back (as per School Dress Code). Safety glasses and hearing protection is compulsory for practical work.

## Possible Careers

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

# Essential English

## Rationale

is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to some tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Students 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 and to develop empathy and appreciation of different perspectives by studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## Areas of Study

Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Language that works</li><li>• Texts and human experiences</li></ul>	<ul style="list-style-type: none"><li>• Language that influences</li><li>• Representations and popular culture texts</li></ul>

## Assessment

Assessment for Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress to be used for reporting purposes.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one set externally. Internal assessments will contribute 75% of the student result. These results will be combined with a Common Internal Assessment (25%) which will be developed and by the QCAA but marked at school.

## Prerequisites

There is no pre-requisite for Essential English

## Special Subject Advice

It is required that students bring their own laptop to class every day and connect to the school's BYOD as there are many instances in which computer/internet access is required for class activities and assignment work.

## Possible Career

Some tertiary studies and vocational education and work.

# Essential Mathematics

## Rationale

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<b>Number, Data and Graphs</b> <ul style="list-style-type: none"><li>Statistics</li><li>Representing Data</li><li>Graphs</li><li>Mensuration</li></ul> <b>Money, Travel and Data</b> <ul style="list-style-type: none"><li>Calculations</li><li>Managing Money</li><li>Time and Motion</li></ul>	<b>Number, Data and Graphs</b> <ul style="list-style-type: none"><li>Calculations</li><li>Number</li><li>Representing Data</li><li>Graphs</li></ul> <b>Money, Travel and Data</b> <ul style="list-style-type: none"><li>Calculations</li><li>Managing Money</li><li>Time and Motion</li><li>Data Collection</li></ul>	<b>Measurement, Scales and Data</b> <ul style="list-style-type: none"><li>Measurement</li><li>Scales, Plans and Models</li><li>Summarising and Comparing Data</li></ul> <b>Graphs, Chance and Loans</b> <ul style="list-style-type: none"><li>Bivariate graphs</li><li>probability and Relative</li><li>Frequencies</li><li>Loans and Compound interest</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students will complete a total of four summative internal assessments that count towards their overall subject result. Schools develop three of the summative internal assessments and the other is a common internal assessment (CIA) developed by the QCAA.

## Prerequisites

There is no pre-requisite for Essential Mathematics

## Special Subject Advice

Students will need a Casio FX82AU+2 scientific calculator and access to a laptop with Microsoft Excel and word. There is an expectation of regular homework and that students will come to class with all equipment needed.

## Possible Careers

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.



# Film Television and New Media

## Rationale

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<p><b>Video Clips</b> – How is meaning created through moving image media? How to design and produce a video clip.</p> <p><b>Film history and Directors</b> – How do directors create their own unique film style?</p>	<p><b>Foundation-</b> How are tools and associated processes used to create meaning? How do signs and symbols, codes and conventions create meaning?</p> <p><b>Story forms</b> - How do representations function in story forms? How does the relationship between story forms and meaning change in different contexts? How are media languages used to construct stories?</p>	<p><b>Participation</b> How do technologies enable or constrain participation? How do different contexts and purposes impact the participation of individuals and cultural groups? How is participation in institutional practices influenced by social, political and economic factors?</p> <p><b>Identity</b> How do media artists experiment with technological practices? How do media artists portray people, places, events, ideas and emotions? How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11. Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external.

The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Minimum of a B in Year 9 English.

## Special Subject Advice

Students enrolled in this subject require a USB and 16GB SD card. As this is a general subject it is required that all students have a **BYOD laptop**.

## Possible Careers

Film, Television & New Media is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Film, Television & 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. Such as Advertising, Game and Web design, various roles in the Film and Television industry, Media production and Journalism.

# General English

## Rationale

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster skills to communicate in Standard Australian English. They will interact with a wide variety of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers and create responses that are appropriate to the purpose of the text and the context in which it is set and to develop empathy and appreciation of different perspectives.

## Areas of Study

Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Perspectives and Texts</li><li>• Texts and Culture</li></ul>	<ul style="list-style-type: none"><li>• Textual Connections</li><li>• Close study of literary texts</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress to be used for reporting purposes.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

The rigorous nature of General English requires a pre-requisite of minimum B in Year 9.

## Special Subject Advice

Students enrolled in this subject are required to bring a **laptop** to school and join the **BYOD program** as there are multiple times when computer/internet access is required in General English.

## Possible Careers

Many and varied – all university courses require General English as a pre-requisite.

# General Mathematics

## Rationale

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<b>Geometry</b> <ul style="list-style-type: none"> <li>Right angle triangles</li> <li>congruence and similarity</li> <li>mensuration</li> </ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>displaying data</li> <li>bivariate data</li> <li>Number and Algebra</li> <li>Linear equations</li> <li>quadratics</li> </ul>	<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>Consumer arithmetic</li> <li>Shape and measurement</li> <li>Linear equations and their graphs</li> </ul> <b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>Applications of trigonometry</li> <li>Algebra and matrices</li> <li>Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>Bivariate data analysis</li> <li>Time series analysis</li> <li>Growth and decay in sequences</li> <li>Earth geometry and time zones</li> </ul> <b>Investing and networking</b> <ul style="list-style-type: none"> <li>Loans, investments and annuities</li> <li>Graphs and networks</li> <li>Networks and decision mathematics</li> </ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students complete four summative assessments – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with a single piece of external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Minimum C level of achievement in Year 9 General Mathematics

## Special Subject Advice

Students will need a Casio FX82AU+2 scientific calculator and a laptop with Microsoft Excel and word. There is an expectation of regular homework and that students will come to class with all equipment needed. As this is a general subject it is required that all students have a **BYOD laptop**.

## Possible Careers

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

# Geography

## Rationale

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.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"> <li>Environmental Change and Human Wellbeing Market Efficiency</li> <li>Changes to Coastal Environments</li> <li>Geographies of Human Wellbeing</li> <li>Issues in Human Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Responding to risk and vulnerability in hazard zones</li> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> <li>Planning sustainable places</li> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul>	<ul style="list-style-type: none"> <li>Responding to land cover transformations</li> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> <li>Managing population change</li> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>

## Assessment

Schools devise assessments in Year 10 and Units 1 and 2 (Year 11) to suit their local context. This is based on the same style of assessment expected in Year 12. (Units 3, 4)

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

## Prerequisites

Minimum of a B in English and Year 9 Geography or History.

## Possible Careers

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.

## Subject specific advice

As this is a general subject it is required that all students have a **BYOD laptop**.

# Hospitality Practices

## Rationale

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality in order to examine and evaluate the structure, scope and operation of related activities in the food and beverage industry.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

## Areas of Study

Prep Units (year 10)	Units 1 and 2 (year 11)	Units 3 and 4 (year 12)
<ul style="list-style-type: none"> <li>Hospitality Wars – event planning and service</li> <li>Hospitality 101 – improving hospitality practices and cookery techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Picnic on the Green – introduction, safety, hygiene, customer service</li> <li>Food Festivals - markets have captured Australians love affair with other cuisines.</li> </ul>	<ul style="list-style-type: none"> <li>Casual Dining - Australian cafes are respected internationally for high quality dining in a casual setting</li> <li>Eating with your eyes - in a social media driven world, plating and presentation is essential for a 'picture perfect' dish.</li> </ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative and is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative and are used to determine the student's exit result, and consists of four instruments: two projects, one investigation and one extended response.

Project	Investigation	Extended response
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 project consists of a product and performance component and one other component from the following: <ul style="list-style-type: none"> <li>written: 300–600 words year 10</li> <li>400-700 words year 11 and</li> <li>500-900 words year 12</li> <li>product and performance:</li> <li>continuous class time</li> </ul>	Presented in one of the following modes: written: 500-800 words year 11 and 600-1000 words year 12	

## Prerequisites

Sound communication skills are essential. Minimum of a C in Year 9 English and Hospitality / Food & Textile Design is preferred.

## Special Subject Advice

### Additional Costs

In years 11 and 12 there is a **subject levy of \$40.00** each year to cover the cost of some ingredients for group activities.

Students will wear **hospitality uniforms supplied by the school** when working at hospitality functions. Students will be required to bring ingredients and tins/containers to take their cooking home, most weeks. Aprons are supplied for student use

Failure to provide the necessary requirements will affect the student's results.

All students will be required to remove all jewellery, have hair tied back and wear **black, impervious leather lace up college style shoes with black laces** (as per the school Dress Code and workplace health & safety rules).

### Possible Careers

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

# Information & Communication Technologies

## Rationale

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Introduction to graphic and web design</li><li>• Hardware software and information systems.</li></ul>	<ul style="list-style-type: none"><li>• Data management</li><li>• Document Production</li></ul>	<ul style="list-style-type: none"><li>• Network fundamentals</li><li>• Website production</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment in the form of either projects or extended responses.

## Prerequisites

Minimum of a C in a Year 9 in a Digital Technologies subject is preferred

## Special Subject Advice

Due to the nature of the subject content it is required that each student **must have a BYOD laptop** to be able to participate in this class.

## Possible Careers

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

# Japanese

## Rationale

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"> <li>Transport/ Travel/ Weather</li> <li>Places and Directions</li> <li>Places and Directions</li> <li>Sightseeing and Famous</li> <li>Places</li> </ul>	<p>私の暮らし</p> <ul style="list-style-type: none"> <li>My world</li> <li>Family/carers and friends</li> <li>Lifestyle and leisure Education</li> </ul> <p>私達のまわり</p> <ul style="list-style-type: none"> <li>Exploring our world</li> <li>Travel</li> <li>Technology and media</li> <li>The contribution of Japanese culture to the world</li> </ul>	<p>私達の社会</p> <ul style="list-style-type: none"> <li>Our society</li> <li>Roles and relationships</li> <li>Socialising and connecting with my peers</li> <li>Groups in society</li> </ul> <p>私の将来</p> <ul style="list-style-type: none"> <li>My future</li> <li>Finishing secondary school, plans and reflections</li> <li>Responsibilities and moving on</li> </ul>

## Assessment

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

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%

## Prerequisites

Minimum of a C in Year 9 Japanese

## Possible Careers

Students who are successful in this subject will have a range of career options including: Law, Travel, Tourism, Theme Parks, Business, Education, International Relations, and Government.

## Subject specific advice

As this is a general subject it is required that all students have a **BYOD laptop**.



# Legal Studies

## Rationale

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.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Introduction to law and civics</li><li>• Trial process</li><li>• Rights and responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Legal foundations and criminal investigation, trial and sentencing.</li><li>• Civil law and contractual obligations</li></ul>	<ul style="list-style-type: none"><li>• Governance in Australia and law reform</li><li>• Human rights and international law</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Legal is a rigorous academic subject. Students wishing to study this subject must have achieved at least a "B" in Year 9 English.

## Possible Careers

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.

## Subject's specific advice

As this is a general subject it is compulsory that students have a **BYOD laptop**.

# Mathematical Methods

## Rationale

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 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.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<b>Geometry</b> <ul style="list-style-type: none"><li>Right angle triangles</li><li>congruence and similarity</li><li>mensuration</li></ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"><li>displaying data</li><li>bivariate data</li></ul> <b>Number and Algebra</b> <ul style="list-style-type: none"><li>Linear equations</li><li>quadratics</li></ul>	<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"><li>Arithmetic &amp; geometric sequences &amp; series</li><li>Functions &amp; graphs</li><li>Counting &amp; probability</li><li>Exponential functions</li></ul> <b>Calculus and further functions</b> <ul style="list-style-type: none"><li>Exponential, logarithmic &amp; Trigonometric functions</li><li>Differential calculus</li><li>Discrete random variables</li></ul>	<b>Further calculus</b> <ul style="list-style-type: none"><li>The logarithmic function 2</li><li>Further differentiation and applications 2</li><li>Integrals</li></ul> <b>Further functions and statistics</b> <ul style="list-style-type: none"><li>Differentiation and applications</li><li>Trigonometric functions</li><li>Discrete &amp; Continuous random variables</li><li>normal distribution</li><li>Interval estimates for proportions</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students complete four summative assessments – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with a single piece of external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Minimum B level of achievement in Year 9 General Mathematics

## Special Subject requirements

Students will need a Casio CG50AU graphics calculator and a laptop with Microsoft Excel and word. There is an expectation of regular homework and that students will come to class with all equipment needed. As this is a general subject it is strongly recommended that students have a **BYOD laptop**.

## Pathways

A course of 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.

# Media Arts in Practice

## Rationale

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

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

The Media Arts in Practice syllabus explores the role of the media in reflecting and shaping society's values, attitudes and beliefs. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices. They are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies.

## Areas of study

Prep Units	Units 1 and 2	Units 3 and 4
Introduction to photography	Promotional design	Documenting the lives of others
Introduction to digital enhancements	Commercial Photography	Careers in the media arts

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

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

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

## Prerequisites

There are no prerequisites for this subject.

## Possible Careers

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies. Some possible pathways may be advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

# Modern History

## Rationale

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.

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.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Australia and WWII</li><li>• Migration Experiences</li><li>• Rights and Freedoms</li><li>• The Modern World</li></ul>	<ul style="list-style-type: none"><li>• Ideas in the modern world:</li><li>• Industrial Revolution</li><li>• 1760s–1890s</li><li>• French Revolution</li><li>• 1789–1799</li><li>• Movements in the modern world:</li><li>• Australian Indigenous rights movement since 1967</li><li>• African-American civil rights movement (1954–1968)</li></ul>	<ul style="list-style-type: none"><li>• National experiences in the modern world:</li><li>• Germany (1933-1945)</li><li>• Israel (1948 – 1993)</li><li>• International experiences in the modern world:</li><li>• Australian engagement with Asia since 1945</li><li>• Cold War (1945 – 1991)</li></ul>

## Assessment

Schools devise assessments in Year 10 and Units 1 and 2 (Year 11) to suit their local context. This is based on the same style of assessment expected in Year 12. (Units 3, 4)

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

## Prerequisites

Minimum of a B in English and Year 9 Geography or History.

## Possible Careers

A course of study in Modern History can establish a basis for further education and employment in the fields of education, **psychology, sociology, law, business, economics, politics, journalism, management, environmental studies.**

## Subject specific advice

As this is a general subject it is required that all students have a **BYOD laptop.**

# Music

## Rationale

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. A study of music assists students in understanding and heightening the enjoyment of the Arts in their lives and the music heritage of a range of cultures. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. The course is designed to stimulate and ignite student awareness, response and connection to music, while empowering their capacity of expression as a well- rounded musician

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<p><b>Functions</b> – Film music, theme music – religious, anthems, music therapy and dance music. Analyse a range of music from contemporary and past times to explore differing viewpoints to enrich music making. Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skills</p> <p><b>Stereotypes</b> – Characters in music, heroes, villains, love and loss. Manipulate combinations of the elements of music in a range of styles, using technology and notation.</p>	<p><b>Designs:</b> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> <p><b>Identities:</b> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p><b>Innovations:</b> How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> <p><b>Narratives:</b> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment –three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Minimum of a B in Year 9 English. Previous study in Instrumental Music, Classroom Music or Program Music is recommended.

## Special Subject Advice

Students should have access to their own instrument or be involved in the instrumental music program/hire scheme. As this is a general subject it is required that all students have a **BYOD laptop**.

## Possible Careers

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

## Rationale

The QCIA Certificate program aims to assist students in the compilation of their overall QCIA portfolio. This program aims to develop and showcase the skills senior students have learnt throughout the course of their entire schooling. Through statements of achievements, students will celebrate and enhance their ability in the key areas of:

- Communication and Technologies
- Community, Citizenship and the Environment
- Leisure and Recreation
- Personal and Living Dimensions
- Vocational and Transition Activities

## Assessment and Accreditation

Each student creates a work portfolio of evidence. Photos, videos, written tasks, assessments and notes documenting student's achievements are collected throughout. This folder is kept at school as it is required for moderation. Students work towards completing modules.

## Prerequisites

Students with disabilities participation in this program is decided by stakeholders including parents and case manager. Engagement in this subject is recommended for a student undertaking a QCIA pathway. Students undertaking a QCE pathway can engage in this subject but this must be mapped with all key stakeholders.

- Cooking
- Excursion/ incursions

Year 10 - \$15      Year 11 - \$30      Year 12 - \$30

## General classroom equipment

- Ruler
- Pen
- Pencil
- Eraser and
- A4 exercise book
- USB

## Pathways to Career Options

Throughout the course of this program students will demonstrate competency in the areas listed above while ultimately compiling evidence for their QCIA certificate, the accumulation of their years of schooling. Throughout this program students build on key essential work skills needed to develop into a lifelong learner and an active member of the community.

# Physical Education

## Rationale

Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Motor Learning, Sports</li><li>• Psychology</li><li>• Equity and Access to</li><li>• Participation</li><li>• Biomechanics</li><li>• Energy Systems, Training</li><li>• Programs</li></ul>	<ul style="list-style-type: none"><li>• Motor Learning + Softball</li><li>• Functional Anatomy and</li><li>• Biomechanics + Athletics</li><li>• Sport Psychology + Volleyball</li><li>• Equity, barriers and Enablers</li><li>• + various sports</li></ul>	<ul style="list-style-type: none"><li>• Tactical Awareness of</li><li>• Badminton</li><li>• Ethics and Integrity integrated with various games</li><li>• Energy, Fitness and Training integrated with Touch</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

- Minimum of a B in Year 9 HPE and Year 9 English
- Must be prepared to participate in range of physical activities

## Special subject advice:

School sports uniform including school sport shoes – suitable for physical activity. As this is a general subject it is required that all students have a **BYOD laptop**.

## Pathways to Career Options

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

# Physics

## Rationale

Physics deals with the natural laws and processes, and the states and properties of matter, energy, space and time. Throughout their 3 years of study, students will learn about: thermal, electrical and nuclear physics, linear motion and waves, gravity and electromagnetism, and revolutions of modern physics. Physicists are involved in finding solutions to challenges facing our world, including development of solar and renewable energy systems, research into quantum computers, nanotechnology, lasers and photonics, and advances in medicine and biotechnology.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Linear &amp; projectile motion</li><li>• Thermal effects &amp; waves</li><li>• Electricity &amp; nuclear physics</li><li>• Circular motion &amp; gravitational force</li></ul>	<ul style="list-style-type: none"><li>• Thermal, nuclear and electrical physics</li><li>• Linear motion &amp; waves</li></ul>	<ul style="list-style-type: none"><li>• Gravity &amp; electromagnetism</li><li>• Revolutions in modern physics</li></ul>

## Assessment

Students are required to submit/sit for all assessment instruments throughout the two years. Students will be assessed using: Data Test, Research Investigation, Student Experiment, and External Exams.

## Prerequisites

A high degree of competency in English, Mathematics and Science is required.

Students need to achieve a minimum of a B in Year 9 Science, General Mathematics and English.

## Additional Costs

Excursions: year 10 \$50, year 11 \$50, year 12 \$60 (Approximate only).

## Specialist Equipment

Students enrolled in this subject are required to have a **BYOD laptop** and will need a scientific or graphic calculator, USB Flash drive, hard cover A4 work book, A4 display book.

## Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. Nil food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

## Possible Careers

Mining, Sport Science, Nanotechnology, Robotics, Aeronautics, Engineering, Scientific Research, Medicine, Gaming Design, Biotechnology, Medical Physics Meteorology, Computational Sciences, Aircraft Design and Performance, Astrophysics, quantum computing, scientific instrumentation design, or synchrotron science.



# Science in Practice

## Rationale

Science is a dynamic, collaborative and future-focused field of human endeavour that has emerged from a need to understand natural phenomena. Studying science contributes to the development of engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate.

This course aims to assist students to develop knowledge, skills, attitudes and values that are transferable to a range of work options and life plans. The core of Science in Practice focuses on 'Scientific literacy and working scientifically', 'Workplace health and safety', and 'Communication and self-management'. Science in Practice uses a contextualised approach, where modules of work deliver the core through electives — 'Science for the workplace', 'Resources, energy and sustainability', 'Health and lifestyles', 'Environments', and 'Discovery and change'.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Forensic Science Solving a crime using evidence</li><li>• Global Systems How climate affects us</li><li>• Rocket Science Projectile motion</li><li>• Genetics and Evolution</li></ul>	<p>Core Topics:</p> <ul style="list-style-type: none"><li>• Scientific Investigations; Science for the workplace</li><li>• Human Anatomy and Physiology, Strength and Conditioning</li><li>• Going Green: Strategies to improve the environment</li><li>• Nutritional Science and Healthy Lifestyles</li></ul>	<p>Core Topics:</p> <ul style="list-style-type: none"><li>• Sustainable Environments</li><li>• Disease and Healthy Lifestyles</li><li>• Threatened Plant and Animal Species</li><li>• Science Technologies and Innovations</li></ul>

## Assessment

Assessment each semester will be in the form of a project, examination, investigation and collection of work portfolio.

## Prerequisites

Minimum of a C in Year 9 English, Science and Mathematics is preferred.

## Additional Costs

Excursions year 10 \$50, year 11 \$60, year 12 \$100 (approximate only).

## Specialist Equipment

Students enrolled in this subject would benefit from a laptop and will need a calculator, USB Flash drive, hard cover A4 work book (journal), A4 display book.

## Workplace Health and Safety Requirements

Students are to wear closed-in leather shoes, nil extraneous jewellery (as per school Dress Code). During practical work hair is required to be tied back; and gloves, apron and goggles must be worn. Nil food and drink to be consumed in laboratories. Hands are to be washed thoroughly upon exit.

## Possible Careers

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, environmental science, health and nutritional science, food technology, forensics, the pharmaceutical industry, sustainability, recreation and tourism, research, and the resources sector.

# Specialist Mathematics

## Rationale

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

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.

**Note** Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<b>Measurement &amp; Geometry</b> <ul style="list-style-type: none"><li>deductive proofs</li><li>Statistics and Probability</li><li>combinatorics</li><li>permutations</li></ul> <b>Number and Algebra</b> <ul style="list-style-type: none"><li>Linear equations</li><li>quadratics</li><li>complex numbers</li><li>algebraic fractions</li></ul>	<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"><li>Combinatorics</li><li>Vectors in the plane</li><li>Introduction to proof</li></ul> <b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"><li>Complex numbers</li><li>Trigonometry and functions</li><li>Matrices</li></ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"><li>Proof by mathematical induction</li><li>Vectors and matrices</li><li>Complex numbers</li></ul> <b>Further statistical and calculus inference</b> <ul style="list-style-type: none"><li>Integration and applications of integration</li><li>Rates of change and differential equations</li><li>Statistical inference</li></ul>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

In Units 3 and 4 students complete four summative assessments – three internal and one external.. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with a single piece of external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Minimum B level of achievement in Year 9 General Mathematics

## Special Subject requirements

Students will need a Casio CG50AU graphics calculator and a laptop with Microsoft Excel and word. There is an expectation of regular homework and that students will come to class with all equipment needed. As this is a general subject it is required that all students have a **BYOD laptop**.

## Possible Careers

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.

# Sport and Recreation

## Rationale

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"><li>• Fitness and Health</li><li>• Resilience and Teambuilding</li><li>• Skill Analysis</li><li>• Sport program development</li></ul>	<ul style="list-style-type: none"><li>• Minor Games</li><li>• Coaching</li><li>• Badminton</li><li>• Personal Fitness program</li></ul>	<ul style="list-style-type: none"><li>• Orienteering</li><li>• Tournament Design</li><li>• Volleyball</li><li>• Leading training sessions</li></ul>

## Assessment

In Applied syllabuses, assessment is standards-based. The standards are described for a range of objectives across three dimensions – Acquire, Apply and Evaluate. The standards describe the quality and characteristics of student work across five levels from A to E.

One of the main purposes of assessment is to provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations.

## Prerequisites

Students must be prepared to participate in physical activity.

## Special subject advice

- Sports Uniform, including the sport shoes – suitable for physical activity

## Possible Careers

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.

# Tourism

## Rationale

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.

## Areas of Study

Prep Units – Formative	Units 1 & 2 – Formative	Units 3 & 4 - Summative
Introduction to tourism Planning a trip Communicating with customers Cruise ship industry	Tourism industry Tourism impacts The travel experience Sustainability in the hotel industry	Employment and employability Sustainable practices Travelling factor Environmental airlines

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

For Tourism, assessment from units 3 and 4 is used to determine the students' exit result, and consists of four instruments from at least three different assessment techniques, including: an examination, investigation, project and extended response.

Examination	Project	Investigation	Extended Response
This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems.	This technique assesses a response to a single task, situation and/or scenario.	This technique assesses investigative practices and the outcomes of applying these practices.	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Short response tests will feature 50-150-word items across 70-minute exams,	A project consists of two different assessable components from the following: <ul style="list-style-type: none"> <li>•written (400 – 700 words in Year 11 and 500-900 words in Year 12)</li> <li>•spoken (1.5-3.5 minutes in Year 11, 2.5-3.5 minutes in Year 12)</li> <li>•product and performance.</li> </ul>	Presented in one of the following modes: written: 500-800 words in Year 11 and 600-1000 words in Year 12.	

## Prerequisites

A minimum of a C in Year 9 English is preferred.

## Possible Careers

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.

# Visual Art

## Rationale

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

## Areas of Study

Prep Units	Units 1 and 2	Units 3 and 4
<p><b>Art as Code (formal and cultural):</b> evaluate how representations communicate artistic intentions, evaluate artworks, manipulate materials -2D, 3D</p> <p><b>Art as Lens (Personal and contemporary):</b> evaluate how representations communicate artistic intentions, evaluate artworks, manipulate materials -2D, 3D</p>	<p><b>Art as code:</b> art as a coded visual language • formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based</p> <p><b>Art as lens:</b> lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based</p>	<p><b>Art as knowledge:</b> constructing knowledge as artist and audience • contemporary, personal, cultural and/or formal Focus: student directed</p> <p><b>Art as alternate:</b> evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal</p>

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Minimum of a B in Year 9 English

## Special Subject Advice

Students will require and a Visual Art Diary, 2B and 4B pencils, set of fine paint brushes and an Artline fine liner. As this is a general subject it is required that all students have a **BYOD laptop**.

## Possible Careers

Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

## Prerequisites for Senior Subjects

Subject	To study this subject student must meet the following prerequisite
Aquatic Practices	Must be confident to participate in water activities and complete a trial including swimming 200 metres, treading water for 60 seconds and demonstration of other aquatic safety skills. Minimum C in Year 9 Science is preferred.
Biology	Minimum B in Year 9 English and Science.
Building and Construction Skills	Minimum C in a Year 9 Industrial Tech Studies and Design subject is preferred. Must have demonstrated consistent adherence to WPHS policies and procedures.
Business Studies	Minimum C in Year 9 English preferred
Cert III in Fitness	Must be willing to take part in physical activity.
Cert II in Hospitality	Minimum C in Year 9 Hospitality / Food & Textile Design is preferred.
Cert II in Kitchen Operations	Minimum C in Year 9 Hospitality / Food & Textile Design is preferred.
Chemistry	Minimum B in Year 9 English, Science and Maths.
Design	Minimum B in Year 9 English and C in Year 9 General Maths.
Engineering	Minimum C in a Year 9 Industrial Tech Studies and Design subject is preferred. Must have demonstrated consistent adherence to WPHS policies and procedures.
General English	Minimum B in Year 9 English
Film, Television and New Media	Minimum B in Year 9 English.
General Maths	Minimum C in Year 9 General Maths.
Geography	Minimum of a B in English and Year 9 Geography or History.
Hospitality Certificate Program	Minimum C in Year 9 Hospitality / Food & Textile Design is preferred.
Hospitality Practices	Minimum C in Year 9 English and Hospitality / Food & Textile Design is preferred.
Japanese	Minimum C in Year 9 Japanese.
Legal Studies	Minimum B in Year 9 English.
Mathematical Methods	Minimum B in Year 9 General Maths.
Modern History	Minimum of a B in English and Year 9 Geography or History.
Music	Minimum B in Year 9 English. Previous study in Instrumental Music, Classroom Music or Program Music recommended.
Physical Education	Minimum B in Year 9 English and HPE.

Physics	Minimum B in Year 9 Science, Maths and English.
Science in Practice	C in Year 9 English, Science and Maths is preferred.
Specialist Maths	Minimum B in Year 9 General Maths.
Sport and Recreation	Must be prepared to participate in a range of physical activities.
Tourism	Minimum C in Year 9 English preferred
Visual Arts	Minimum B in Year 9 English.

**Note:** *Subjects not listed here do not have a prerequisite*

