



WHAT IS YOUR SUCCESS PATHWAY?

Senior Subject Pathways

2026

PRINCIPAL MESSAGE



At Wilsonton State High School, our aim is for each and every student to have an appropriate pathway to a successful future. The school is committed to challenging students at all levels and assisting them in setting and attaining realistic personal, vocational and academic goals. To facilitate this purpose the school will support and guide students in making considered and informed decisions about their course structure from year 9 to 12, selecting from a variety of options for a successful transition post school.

Year 9 has become a year for students to shape the direction of their senior studies. Students are expected to engage in and complete a *Student Education & Training Plan* (SETP) and select year 10 subjects which provide an experiential foundation for studies in years 11 and 12. Ideally, a student's year 9 academic performance would support their intended learning pathway into years 10, 11 and 12, with students demonstrating their aptitude for particular subjects by satisfying the required readiness criteria to select associated subjects in year 10.

The Year 10 curriculum provides students with an enhanced opportunity to initiate the pathways identified in their Year 9 SETP. It is a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for success in senior subjects. The Year 10 curriculum has been designed as preparatory courses for senior subjects or foundational courses for VET certificates. Ideally in year 10, students are expected to have confirmed a subject stream, based on their year 9 SETP, which feeds

into specific senior subjects. The year 10 curriculum provides students with the opportunity to demonstrate the required academic prerequisites for success in years 11 and 12. In years 11 and 12, students move into the final phases of the learning pathway they first identified in year 9 and confirmed in year 10. Students are provided with the opportunities and learning experiences that begin their journey to university, further training or employment. Wilsonton State High School has a reputation for ensuring that students exit year 12 with the best possible qualifications making them highly competitive when applying for post school destinations.





The Senior Subject Pathways Handbook provides not only a summary of all courses offered in the Year 10, 11 & 12 but in addition, it is a resource for students to plan their senior education pathway. It will provide details of the procedures, expectations, understandings and supports provided by the school to facilitate academic and vocational success. The first step on this journey is appropriate subject selection and commitment to a course of study. To assist, we have designed a rigorous process for students in which to engage that supports informed decision making, subject choices and course maintenance.

Lou Oberholzer

Principal

Wilsonton State High School

WHAT IS YOUR SUCCESS PATHWAY?

		Year 10 DISCOVERY	Year 11 MY SUCCESS PATHWAY		Year 12 FUTURE TRANSITION Certificate
			General	Applied	
Achieving in Literacy and Numeracy	English	<ul style="list-style-type: none"> Intro to English Intro to Essential English 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> Essential English 	
	Mathematics	<ul style="list-style-type: none"> Intro to General Mathematics Intro to Mathematical Methods Intro to Essential Mathematics 	<ul style="list-style-type: none"> General Mathematics Mathematical Methods 	<ul style="list-style-type: none"> Essential Mathematics 	
	Literacy & Numeracy	<ul style="list-style-type: none"> Short Course in Literacy and Numeracy Cert I in General Education 			<ul style="list-style-type: none"> Cert I in General Education Cert II in General Education
Following a Success Pathway	Mathematics	<ul style="list-style-type: none"> Introduction to Specialist Mathematics 	<ul style="list-style-type: none"> Specialist Mathematics 		
	The Arts	<ul style="list-style-type: none"> Visual Art Dance Music Drama 	<ul style="list-style-type: none"> Visual Art Dance Music Drama 	<ul style="list-style-type: none"> Visual Art in Practice Dance in Practice Music in Practice Drama in Practice 	
	Humanities & Business	<ul style="list-style-type: none"> Modern & Ancient History Legal & Community Studies Intro to Business Studies Cert I in Workplace Skills 	<ul style="list-style-type: none"> Ancient History Legal Studies 	<ul style="list-style-type: none"> Social and Community Studies Business Studies 	<ul style="list-style-type: none"> Cert II in Workplace Studies
	Languages	<ul style="list-style-type: none"> Japanese 	<ul style="list-style-type: none"> Japanese 		
	Physical Education & Fitness	<ul style="list-style-type: none"> Physical Education Sport & Recreation Fitness 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Sport and Recreation 	<ul style="list-style-type: none"> Cert III in Fitness
	Sciences	<ul style="list-style-type: none"> Biology Chemistry Physics Science in Practice Introduction to Agriculture in Practice 	<ul style="list-style-type: none"> Biology Chemistry Physics 	<ul style="list-style-type: none"> Science in Practice 	
	Technologies & Industry	<ul style="list-style-type: none"> Digital Technologies (ICT) Engineering Furnishing Skills Hospitality 		<ul style="list-style-type: none"> Furnishing Skills Hospitality Practice 	<ul style="list-style-type: none"> Cert II Automotive Vocational Preparation Cert II in Construction Pathways Cert II Engineering Pathways Cert III Hospitality Cert II Salon Assistant Cert II Rural Operations
	Health & Community Services	<ul style="list-style-type: none"> Cert II in Active Volunteering Early Childhood Studies 		<ul style="list-style-type: none"> Early Childhood Studies 	<ul style="list-style-type: none"> Cert II/III in Health Services Assistance
	University	<ul style="list-style-type: none"> Headstart Options 			
					<ul style="list-style-type: none"> Cert II in Sampling and Measurement Cert II in Work and Vocational Pathways First Aid
Achieving a QCE		<div> <div> Wilsonton Certificate of Education (WCE)  4+ QCE Points </div> <div> Queensland Certificate of Education  16+ QCE Points </div> <div>  20+  QCE </div> </div>			

QUEENSLAND CERTIFICATE OF EDUCATION

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognized and provides evidence of senior schooling achievements across Years 10 -12. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and success pathway. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

Planning for learning in Years 11 and 12

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future.

Schools work with Year 10 students and their families to help them plan their education, training and career goals and map their pathway to a Queensland Certificate of Education (QCE).

The Queensland Certificate of Education (QCE)

The QCE is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success.

The QCE allows students to design a pathway that's right for them — whether their goals after Year 10 are to:

- study at university
- find skilled work
- attend TAFE or other training.

Students can choose from a wide range of subjects and courses, including Queensland Curriculum and Assessment Authority (QCAA) subjects, vocational education and training (VET), school-based apprenticeships and traineeships or other recognised courses.

How does the QCE work?

To achieve a QCE, students need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements:

Set amount

- 20 credits from contributing courses of study, including:
- QCAA-developed subjects or courses
 - vocational education and training qualifications
 - non-Queensland studies
 - recognised studies.

Set standard

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

Set pattern

- 12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
 - Preparatory (maximum 4)
 - Complementary (maximum 8).

Literacy & numeracy

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

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

- **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

- **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

- **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	1
• QCAA Short Course in Career Education	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

YEAR 10

WILSONTON

CERTIFICATE OF EDUCATION



To prepare students for the Queensland Certificate of Education, Year 10 students will complete a Wilsonon Certificate of Education.

The Wilsonton Certificate of Education (WCE)...

- Helps prepare students for senior schooling and understand the processes and tracking regarding QCE
- Demonstrates commitment to studies and success pathway
- A great discussion tool for your set planning to help identify pathways
- Keeps students accountable for their progress in the senior phase of schooling
- Allows the school and our community to celebrate student effort and commitment to the studies

HOW DOES THE WCE WORK?

Each student must score **20** credits (of a possible 24) to receive their WCE. Students will receive:

- 1 credit per semester for a **passing grade in each subject** (maximum of 10).
- 1 credit per semester for **attendance surpassing 92%**
- An additional 1 credit per semester for **100% attendance**
- 1 credit per semester for **gold or silver effort and behaviour**
- 1 credit per semester for **academic excellence**, whereby a student achieves a B or higher in at least four subjects.
- 2 credits per semester for **successful completion of Cert II in Volunteering**.
- 2 credits for **successful completion of Cert I/UniSQ Head Start** (maximum of 2 points)
- A passing semester in English and Maths
- Have completed an Academic Integrity Unit

SUBJECTS	Available Points	Semester One		Semester Two		TOTAL
		Result	Points	Result	Points	
English	2		/1		/1	
Maths	2		/1		/1	
Elective I	2		/1		/1	
Elective II	2		/1		/1	
Elective III	2		/1		/1	
Cert II in Volunteering	4					
≥ 92% Attendance	4		/2		/2	
Gold or Silver Effort & Behaviour	2					
Excellence (A-B in 4+ subjects)	2					
Cert 1/UniSQ HeadStart	2					
Goals and Reflections	Semester 1:			Semester 2:		
Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> Academic Integrity Unit <input type="checkbox"/> Total WCE Points for Year 10:						

WHAT DOES YEAR 10 LOOK LIKE?

The program of study for year 10 is as follows:

- Five year-long subjects plus all students complete Certificate II Active Volunteering.
- These subjects are comprised of two compulsory subjects and three elective subjects.
- All students must study a subject from English and Mathematics
- Students then select 3 additional electives
- Year 10 Electives offered at Wilsonton State High School are described in detail in this handbook and includes opportunities to commence Vocational programs.
- Elective subjects are run where there are sufficient numbers of students interested and appropriate physical and human resources are available.
- Students must satisfy the required readiness criteria below to enrol in an elective.

SENIOR COURSE READINESS CRITERIA AND PREREQUISITES

When making choices for Year 10, we apply readiness criteria. These readiness criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their year 9 learning when making decisions about Year 10 courses. Students will have an opportunity in year 9 to demonstrate their readiness for year 10 subjects and again in Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites.

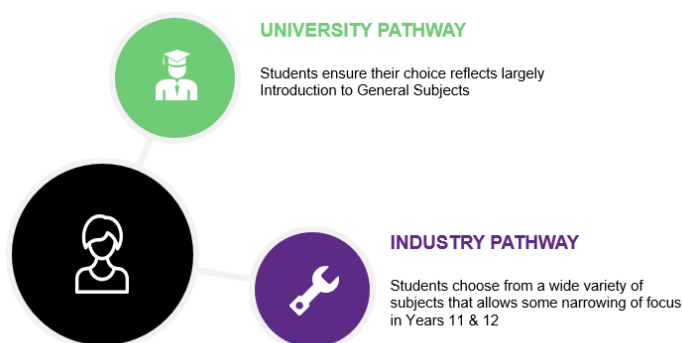
Applied subjects will have no year 9 or 10 prerequisites. It would be preferable though if students have a demonstrated interest, experience or skill in the relevant field of study prior to commencing year 11.

	Senior Course	Readiness criteria 9 into 10 selection
Science	Biology	B in Yr 9 Science & C in Yr 9 English
	Chemistry	C in Yr 9 Maths, English & B in Yr 9 Science
	Physics	B in Yr 9 Maths & Science & C in Yr 9 English
Physical Ed	Physical Education	C in Yr 9 English & HPE
Humanities	Ancient/Modern History	C in Yr 9 English & Humanities
	Legal Studies	C in Yr 9 English & Humanities
Languages	Japanese	C in Yr 9 Japanese

SELECTING YEAR 10 SUBJECTS

Year 10 signifies the beginning of the Senior Pathway. As such students need to be considering long term future decision making should they wish to attend University as this requires a very specific path.

Appropriate subject choice and being successful in Year 10 ensures that you meet the pre-requisites required for choosing ATAR General Subjects in Year 11 & 12.



University of Southern Queensland HEAD START

USQ Head Start is an Academic Extension Program for high achieving Year 10, 11 and 12 students. Upon successful completion of a Head Start Course, students will bank 2 QCE Points and gain University Credit. To be eligible, students must have a 'B' Average Report Card and discuss their Application with the Head of Department (Senior Schooling).

Why study Head Start

Entry into USQ degree

Complete a course and gain entry into a related USQ degree! Remember, you'll also need to meet the degree pre-requisites.

A taste of uni

Prepare yourself for university by getting a feel for on-campus or online study, developing uni-level study skills and discovering more about your potential degree.

Credits towards a related USQ degree

Gain credits for the courses you pass and you'll have fewer courses to study when you start your degree.

QCE credits

Receive two credits towards your Queensland Certificate of Education (QCE) for each course successfully completed.

Try Head Start for free

The first course is free and additional courses are discounted.

Choose how you study

It is your decision how to structure your Head Start studies - while still fulfilling your school commitments.



ENGLISH

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

INTRODUCTION TO ESSENTIAL ENGLISH

[Leads to APPLIED]

Unit 1

Students will read, view and discuss a variety of news media texts that explore news, people, events and issues. Students will analyse and evaluate a specific media issue, and how it has been represented in two different texts on the same issue, demonstrating an understanding of how audiences are positioned through the use of language features and text structures.

Unit 2

Students will identify an Australian who has made a significant impact in the areas such as community service, arts, science, advocacy or leadership. They will analyse and use persuasive techniques such as high-modality language, rhetorical devices and imperatives. Students will have the skills to research, plan and deliver a well-structured, persuasive speech.

Unit 3

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life. Students will complete a range of assessment in order to complete the Literacy Short Course.

Unit 4

Students will engage in the study of popular culture with a particular focus on families and how they are represented in the media and popular culture. Students will examine, explore and reflect on the different representations of families, they will examine how different values, attitudes and beliefs are deliberately used to create representations of different families in texts.

INTRODUCTION TO ENGLISH

[Leads to GENERAL]

Unit 1

Students read and interpret a Shakespearean tragedy. Students will then produce interpretations of plot, characterisation and themes using language features and text structures commonly used in literary analysis. Students view a film interpretation of the Shakespearean play.

Unit 2

Students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts.

Unit 3

Students read, analyse and evaluate a novel that explores issues relevant to society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students examine elements of creative writing and the stylistic features of authors.

Unit 4

Students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.

MATHEMATICS

In Year 10 Mathematics students will be placed into a Year 11 Introductory Mathematics subject based on their Mathematics result to date. This program is aimed at preparing students for the expectations of Year 11 Mathematics subjects and to assist students in making appropriate Mathematics subject selections for Year 11.

Four Mathematics subjects are in Year 11:

Essential Mathematics; General Mathematics; Mathematical Methods and Specialist Mathematics.

In Year 10 all students will study either Introduction to Essential Mathematics, Introduction to General Mathematics or Introduction to Mathematical Methods.

Students can apply to move between the Mathematics subjects if they are finding their current subject too difficult or if it does not meet the pre-requisites for their success pathway (**subject to current results**).

However, when selecting their Year 11 Mathematics subject:

- Students doing Introduction to Essential Mathematics **must** study Essential Mathematics in Year 11 and 12.
- To select General Mathematics for Year 11 and 12, students must study and achieve a 'C+' or better in Introduction to General Mathematics.
- To select Mathematical Methods (and Specialist Mathematics) for Year 11 and 12, students must achieve a 'C+' or better in Mathematical Methods.

Introduction to Mathematical Methods

- Students studying Introduction to Mathematical Methods will require a graphics calculator (which can be hired from the school).

SPECIALIST MATHEMATICS

[Leads to GENERAL]

Year 10 Specialist Mathematics introduces students to the subject matter and expectations of Year 11 and 12 Specialist Mathematics. Students will study the topics:

- Proofs
- Circle Geometry
- Matrices
- Combinatorics
- Vectors
- Complex numbers
- Trigonometry
- Further Functions

Assessment includes exams and problem-solving and modelling tasks (PSMT's).

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.

Students will require a graphics calculator for Specialist Mathematics (which can be hired from the school).

Students studying Specialist Mathematics must also study Mathematical Methods.

LITERACY & NUMERACY

The Literacy and Numeracy Short Courses are designed to meet the literacy and numeracy requirements of the Queensland Certificate of Education. (QCE).

SHORT COURSE LITERACY

Topic 1

In Topic 1, students develop reading, writing and oral communication skills through activities related to personal identity, achieving personal goals, and understanding and interacting with the wider community.

Topic 2

In Topic 2, students develop reading, writing and oral communication skills through activities that relate to workplace contexts, which may include the work environment, preparing for and seeking employment, training situations, operating in an existing workplace, entering a new work environment, and/or exploring relationships and behaviour in the workplace.

Assessment: (2 of these 3)

Written Response / Spoken or Multimodal Response / Reading Comprehension Exam

SHORT COURSE NUMERACY

Unit 1

Students develop the numeracy skills selected by their teacher through activities that relate to expressing personal identity, achieving personal goals, and understanding and interacting with the wider community. Students use mathematics knowledge to make sense of situations in a real context for a social or personal purpose.

Unit 2

Students develop the numeracy skills selected by their teacher through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work setting. They deal with situations in real contexts that involve the use of a range of workplace relevant mathematical knowledge and skills

Assessment: (1 related to each topic)

Project / Examination

After completion of the short courses student then complete on-line courses through Vocational Training Queensland to further build their literacy and numeracy skills and confidence. After enrolment students complete testing to determine their starting course. After completion of a course students can then progress to the next course.

22471VIC COURSE IN INITIAL GENERAL EDUCATION FOR ADULTS



RTO: VTQ
Online

UNITS

VU22343	Engage with short simple texts for personal purposes
VU22348	Create short simple texts for personal purposes
VU22346	Engage with short simple texts to participate in the community
VU22351	Create short simple texts to participate in the community
VU22345	Engage with short simple texts for employment purposes
VU22350	Create short simple texts for employment purposes
VU22352	Recognise numbers and money in simple, highly familiar situations
VU22354	Recognise measurements in simple, highly familiar situations
VU22353	Recognise, give and follow simple and familiar directions
VU22355	Recognise shape and design in simple, highly familiar situations
VU22342	Identify learning objectives

22476VIC CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS (INTRODUCTORY)

RTO: VTQ
Online
3 QCE Credits
(Prep)

UNITS

VU22358	Develop learning goals
VU22359	Conduct a project with guidance
VU22360	Engage with simple texts for personal purposes
VU22362	Engage with simple texts for employment purposes
VU22363	Engage with simple texts to participate in the community
VU22365	Create simple texts for personal purposes
VU22367	Create simple texts for employment purposes
VU22368	Create simple texts to participate in the community
VU22369	Work with simple numbers and money in familiar situations
VU22450	Work with and interpret simple directions in familiar situations
VU22370	Work with simple measurements in familiar situations
VU22371	Work with simple design and shape in familiar situations
VU22364	Participate in simple spoken interactions
VU22372	Work with and interpret simple numerical information in familiar
VU22373	Work with and interpret simple statistical information in familiar situations
VU22104	Prepare simple budgets

22472VIC CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS

RTO: VTQ
Online
3 QCE Credits
(Prep)

UNITS

VU22384	Develop and document a learning plan and portfolio
VU22385	Plan and undertake a project
VU22386	Engage with texts of limited complexity for personal purposes
VU22388	Engage with texts of limited complexity for employment purposes
VU22389	Engage with texts of limited complexity to participate in the community
VU22391	Create texts of limited complexity for personal purposes
VU22393	Create texts of limited complexity to participate in the workplace
VU22394	Create texts of limited complexity to participate in the community
VU22395	Work with a range of numbers and money in familiar and routine contexts
VU22396	Work with and interpret directions in familiar and routine situations
VU22397	Work with measurement in familiar and routine situations
VU22399	Work with design and shape in familiar and routine situations
VU22400	Work with and interpret numerical information in familiar and routine texts
VU22398	Work with and interpret statistical information in familiar and routine texts
VU22410	Investigate driving and owning a car
VU22409	Investigate the legal system

THE ARTS

VISUAL ART

[Leads to GENERAL or APPLIED]

The Year 10 Visual Art course is programmed over two semesters. The course offers focused studies in two- and three-dimensional arts making practices and arts related theory. Art theory is intrinsic to the program of instruction. Students will read, write and speak about artworks, their own and others, across historical and contemporary contexts and cultural perspectives. Students will design and create individual and/or collaborative art works.

Students study four units of work across two semesters in Year 10. They complete preliminary tasks and activities relating to two- and three-dimensional art disciplines such as drawing, painting, ceramics (clay), printmaking, sculpture, illustration and mixed media. Tasks could include graphic designs, illustration, still life, junk sculpture, pattern, collage, portraiture, ceramic vessels or grotesques, fantasy sculpture, text based works, relief printing, surrealist painting, expressionist drawing. Students generate ideas and develop those ideas into finished artworks.

In Visual Art students develop work across a variety of areas. Emphasis is on the value of art as a means of personal expression. Techniques are modelled, taught and through guided practice students produce artworks such as paintings, drawings, ceramic items and prints.

Students with a genuine interest in art and some basic artistic ability are excellent candidates for Visual Art in Year 10. Students are expected to read, write and speak about art therefore, sound literacy skills are necessary to meet the requirements of written assessment. Self- motivation and an independent work ethic are key contributors to the success of students in Visual Art.

DANCE

[Leads to GENERAL or APPLIED]

The course focuses on Dance as art and how the human body can be used to communicate meaning to an audience. Students focus on Making and Responding to Dance in a number of social and historical contexts, which develops their critical and creative thinking, communication and collaboration, and personal and social skills. The course also provides the opportunity for students to develop complex and sophisticated literacy skills.

Unit 1	Unit 2	Unit 3	Unit 4
Students explore Safe Dance Practices and how these impact the work of choreographers and dancers. They also examine how dance makers use the body to communicate meaning.	Students build an understanding of the Contemporary dance genre and examine choreographic techniques that they use to create movement responding to stimulus.	This unit focusses on the genre and styles of Hip Hop. Students will examine how this genre is now being used to communicate stories and some of the basic techniques and performance qualities essential to its successful performance.	In this unit, students will utilise their skills developed during the year to create a dance work that communicates an Australian story to a theatre audience. They will also examine the works of Australian choreographers.

MUSIC**[Leads to GENERAL or APPLIED]**

In year 10 Music, students develop skills in creative and expressive communication, learn to pose and solve problems, and create meaning from various viewpoints. Music from diverse contexts is studied in year 10 over four units during the course of a year and combines the development of theoretical knowledge and practical skill through making and responding to music. Students will be actively involved in making music by performing and composing (writing music), and responding to music (musicology).

Unit 1	Unit 2	Unit 3	Unit 4
In this unit, we take a whirlwind trip through the development of vocal and piano music from Baroque, Classical and modern Eras. We study some of the great composers, their music and why it still matters.	Together we investigate how the elements of music are used in our favourite films from the silver screen. We look at soundtracks and written music (scores) and have a go at writing our own music for a short film.	In this unit we get into the swing of the things through a study of Jazz music from its beginnings in America to its current world wide popularity. We will develop our own performance skills and understand how Jazz influences popular music and society.	Its time to take centre stage as we listen, critique and delve into the glittering world of musical theatre and stage productions. We get to know the music of iconic musicals and develop our musicianship through performing and musicology.

DRAMA**[Leads to GENERAL or APPLIED]**

The year 10 Drama course prepares students for university and industry pathways with work that reflects ATAR Drama and Drama in Practice. The course explores a diverse range of topics to develop skills, knowledge and practice in performing, creating and writing in Drama while developing skills such as problem solving, communication and group work that can assist students in other study areas.

Unit 1	Unit 2	Unit 3	Unit 4
Students study the play 'Juice'. They explore the structure, language and characters as well as the themes and issues it presents. They focus on building character performance skills to create a believable and creative performance.	Students participate in Queensland Theatre's Scene Project. In this project they work on a new script with arts facilitators to new performance	The Scene Project extends over term three and the class performs their developed scenes at UniSQ	Using script writing and play building skills, the students will build their own whole class production based on a contemporary topic. They will have the opportunity to see an example of this type of production in a live show.

HUMANITIES

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

MODERN & ANCIENT HISTORY

[Leads to GENERAL]

This course explores peoples, places and events in both ancient and modern historical contexts. Using primary and secondary sources, students will be challenged to understand motives behind people's quest for power. They will develop their own theories about the past through developing skills with historical inquiry including framing questions, collecting, analysing and evaluating evidence and justifying opinions.

Assessment is designed to prepare students for ATAR Historical studies, the current pathway being Ancient History. In all assessment tasks, students will be able to choose Ancient or Modern topics, depending on their expertise and interest.

Unit 1	Unit 2	Unit 3	Unit 4
Power and protest: Topic 1 – A World at War	Power and protest: Topic 2 – Rights and Freedoms	Individual research project: Hidden Mysteries	Year 11 Preparatory Topic: Ancient History
Ancient History Topic – Greco-Persian Wars	Ancient History Topic – Slavery and revolt eg: Sparta's Helot revolt	Topics could include: Stonehenge, Lost City of Atlantis, Hitler's Final Days, the Legend of King Arthur or Robin Hood	Even years eg 2026: Digging up the past (Archaeology case study)
Modern History Topic– World War II	Modern History Topic – Civil Rights Movements in the USA and Australia		Odd years eg 2027: Bronze Age Greece and the Aegean

LEGAL & COMMUNITY STUDIES

[Leads to GENERAL or APPLIED]

This subject prepares students for both Legal Studies (General) and Social and Community Studies (Applied), potentially setting them up for careers in law enforcement and the legal profession, amongst others. Legal Studies explores the foundations and principles of law and its aim to protect peoples' rights. Students will participate in mock trials, debates, listen to guest speakers from the police, Legal Aid and other organisations that are stakeholders in the legal system as well as a potential excursion to the Brisbane Supreme Court. They will explore criminal cases, as well as studying key moments in Australian legal history.

Unit 1	Unit 2	Unit 3	Unit 4
The Legal System Students will explore their rights and responsibilities in society and examine what is Law, how do they develop, what are their benefits and limitations.	Rights and Freedoms Students will investigate atrocities around the world that have led to global changes in laws around the world and learn how the modern world interprets them.	Civil law Student will learn how civil law regulates individuals, groups, organisations and governments. They explore dispute resolution methods, including judicial determination and alternatives in and out of courts.	Crime and Punishment Students will undertake an investigation into a crime as they explore modern punishment and sentencing.

INTRODUCTION TO BUSINESS STUDIES**[Leads to APPLIED]**

This subject prepares students for senior Business Studies (Applied), providing a strong foundation for further study and careers in business, entrepreneurship, marketing, and management. Introduction to Business Studies explores the fundamentals of how businesses operate, make decisions, and respond to the changing needs of consumers and society. Students will engage in real-world case studies, group projects, and simulations of business activities such as launching a product or running a small enterprise. They will also hear from local business owners, participate in budgeting and marketing tasks, and explore the role of innovation and sustainability in modern business.

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Basic Administration <ul style="list-style-type: none"> Workplace policies and procedures Banking Emails and communication Workplace health and safety 	Financial Records <ul style="list-style-type: none"> Purpose of financial records Types of financial documents Income and expenses Budgeting 	Financial administration <ul style="list-style-type: none"> Common financial tasks Using digital software and tools; including MYOB Spreadsheets 	Entrepreneurship <ul style="list-style-type: none"> Demonstrate communication skills Produce business documents Use technology and software for different purposes

CERTIFICATE I WORKPLACE SKILLS (BSB10120)**[Leads to VET Certificate]**

This **Wilsonton SHS qualification** is a 1 year course that reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. They may undertake a variety of simple tasks under close supervision.

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.

The course is conducted in a computer room with a model office and has a balance of practical computer work and simulated work activities. If the course is successfully completed students will be awarded a Certificate I in Workplace Skills and earn 2 QCE points. The course can lead to other certificate courses, business traineeships and entry level employment.

Unit 1	Unit 2	Unit 3	Unit 4
Preparing for the Workforce Students will complete an induction unit to develop knowledge and entry level skills related to Workplace Health and Safety and word processing.	Let's Excel Students will further develop knowledge and skills related to operating digital devices in data context. This will include collecting, entering, presenting and storing typical workplace data.	Resourceful Students will develop entry level knowledge and skills related to the use of business resources.	Ready Set Go Students will prepare for work in a range of settings. They will identify and document current skills and plan for future skill development. They will build a portfolio of evidence including a resume.

CORE UNITS

BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness

ELECTIVE UNITS

BSBWHS211	Contribute to the health and safety of self and others
FSKDIG002	Use digital technology for routine and simple workplace tasks
BSBTEC101	Operate digital devices
BSBDAT201	Collect and record data

LANGUAGES

JAPANESE

[Leads to GENERAL]

The study of Japanese in grade 10 aligns with the Australian Curriculum and continues to build on the foundations from Junior Japanese study. Student will cover topics such as giving directions, sports heroes, part-time work, and Manga.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Masuguikimasu – Giving Directions • Ask where something is • Give directions • Show the order of actions • Use maps • Use Kanji 	<ul style="list-style-type: none"> • Supo-tsu hi-ro- Sports Heroes • Dictionary form of verbs • Saying what they are good & bad at • Conducting an interview in Japanese • Saying you can or cannot do something 	<ul style="list-style-type: none"> • Arubaito – Part Time Work • Saying what you want to become • Comparing and giving your opinion • Preparing for a job interview • Describing what you do 	<ul style="list-style-type: none"> • Manga • Asking and saying what someone will try doing • Plain negative form of present and past tense verbs • Revise te form • Recognising casual speech

PHYSICAL EDUCATION & FITNESS

PHYSICAL EDUCATION

[Leads to GENERAL]

Over the course of study, units use engagement in physical activity learning contexts to investigate the biophysical, sociocultural and psychological bases of physical activity, and explore their applications to performance.

Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. Physical activity learning contexts are a medium and context for deep learning.

Students make informed decisions relevant to specific questions and validate their decisions with evidence to justify strategies. Intelligent performance in physical activity learning contexts demonstrates the interconnectedness and holistic conceptualisation of the bases of physical activity.

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning and physical activity	Exercise physiology and physical activity	Functional anatomy and physical activity	Sport psychology and physical activity or tactical awareness and physical activity Dependant on Alternate Sequence requirements

SPORT & RECREATION

[Leads to APPLIED]

This program offered is a course that allows each student to focus on the role recreation has on their own life and that of the communities. Students will experience the challenge and fun of active participation in physical activity while developing life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. Recreation is a subject that is designed to expose students to the holistic development of an individual in the sport and recreation industry as an athlete, coach and administrator. As with Physical Education, there is a strong emphasis on literacy in Recreation and this must be considered when selecting this as a subject for senior studies.

Unit 1	Unit 2	Unit 3	Unit 4
Sports officiating in a Physical Activity	Sports injury management in a physical activity	Coaching in a range of sports	Navigation

FITNESS

[Leads to VET Certificate]

This subject prepares students for Year 11 Certificate III in Fitness Qualification. It exposes students to a fitness or related working environment with a view to entering employment in this area. Students will gain knowledge around healthy eating, exercise programs and coaching others to achieve their potential.

Unit 1	Unit 2	Unit 3	Unit 4
Strength Training and Exercise Programs	Bootcamps and Exercise Instruction	Power Training and Exercise Programs	One-on-One Coaching Sessions.

SCIENCES

BIOLOGY

[Leads to GENERAL]

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment.

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

CHEMISTRY

[Leads to GENERAL]

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction.

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

PHYSICS

[Leads to GENERAL]

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves

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

SCIENCE IN PRACTICE

[Leads to APPLIED]

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of a range of science disciplines — Biology, Chemistry, Earth, Environmental Science and Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

INTRODUCTION TO AGRICULTURE IN PRACTICE

[Leads to APPLIED]

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. Agricultural Practices students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities. Course topics include technology in agriculture and agribusiness, animal husbandry, aquaponics and horticulture, providing a broad spectrum of the potential employment pathways within the industry. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real world agricultural contexts

TECHNOLOGIES

DIGITAL TECHNOLOGIES (ICT)

[Leads to GENERAL or APPLIED]

This subject gives students a pathway to potentially senior digital technologies courses both Digital Solutions (ATAR) and Senior Digital Technologies ICT (applied). Students will be exposed to the type of work in programming and data bases and skills like design and multimedia, animation and game design. Unit options for this course include robotics, app development, audio and video production, layout and publishing, digital imaging and modelling, web development, data and will be tailored to cohort.

Unit 1	Unit 2	Unit 3	Unit 4
Robotics - Students build a robotic car which would be driven by a rat. 3D design using Blender and 3D printing. Students create computer code to control rat car using physical computing to integrate motors with control inputs. Evaluation of project	Data – Functioning rat car is programmed to collect data for latter analysis. Data bases constructed Rat car tested at pet store, data collected. Students use and manipulate data Multimodal response to data.	App Development panning – Looking at client briefs and technical information. Develop game proposal Photo editing UPBGE game 3D game development. Game Project development (make the game)	Audio and video production- Create an advertisement for game project. Audio recording, editing Video recording editing including screen capture. Video editing, SFX

ENGINEERING

[Leads to VET Certificate]

This subject gives students the whole year to further develop their metal working skills, and aligns with the senior subject of Certificate II Engineering Pathways. Students will undertake learning in the foundational skills, knowledge and attitudes to successfully begin their Certificate in Year 11. Workshop safety is an integral component of this course.

Unit 1	Unit 2	Unit 3	Unit 4
Sheet Metal – Cash Box Base - mark out/cut/fold up Lid – mark out/cut out/file Hinge & Catch – mark out/fold up/assemble/attach sheet metal/development test Bird Feeder Top / cover/joiner/base/drum Mark out/cut out/fabricate	Fabrication – Junior Hacksaw Frame – mark out/cut thread/bend to shape Bracket – mark out/cut /file Assembly – fit blade and nut	Fitting – Centre Square Stock – mark out/cut out/drill/file blade – mark out/cut out/file assemble; fitting test Sliding Bevel Frame – mark out/drill/fabricate Nut Cracker – turn to shape on lathe/fit handle	Metal Lathe – siphon/plumb bob understanding the metal lathe shaping components from PVC rod fitting/assembly components

FURNISHING SKILLS**[Leads to APPLIED]**

This course provides students with an opportunity to further develop their wood working skills, and aligns with the Senior Subject of Furnishing Skills. Students will undertake learning in the foundational skills, knowledge and attitudes. This course is conducted in the school's workshop facilities and safety is an integral component of this course. The most successful students will be those who: have an interest in woodwork, have good hand skills and wish to pursue a career in furniture making.

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to workshop, materials, tools and safety Coffee table project • Marking out of joinery • Introduction to machinery	Decorative joinery techniques Treasure chest project • Refinement of hand tools • Fitting of hardware	Use of jigs to produce a product • Refinement of hand tools	Simple design project. Refined furniture making skills. Students use design skills to create their own footstool design • Graphical presentation

HOSPITALITY**[Leads to APPLIED or VET Certificate]**

Hospitality focuses on the food and beverage sector, which includes food and beverage production and service. Study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. This is an introductory course which leads into Hospitality Practices or Certificate II and III Hospitality in year 11 and 12.

Unit 1	Unit 2	Unit 3	Unit 4
• Back 2 Basics: Introduction to Hospitality Practices • Assessment Project with practical and written component.	• Bake sale: Food preparation and service • Assessment Project with written and practical component	• Meat cookery • Assessment written response to stimuli	• Buffet Breakfast: Prepare and present simple dishes • Assessment Project with written and practical component

COMMUNITY SERVICES

EARLY CHILDHOOD STUDIES

[Leads to APPLIED]

Early Childhood Studies focuses on learning about children aged from birth to five years. A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres. This is an introductory course which leads into Early Childhood Studies in year 11 and 12.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Child development Birth to five years Project and investigation 	<ul style="list-style-type: none"> Play and creativity Investigation and project 	<ul style="list-style-type: none"> Developing literacy and numeracy Investigation and project 	<ul style="list-style-type: none"> Children's wellbeing Investigation and project

CERTIFICATE II in ACTIVE VOLUNTEERING



This **Wilsonton SHS qualification** is a 1 year course that reflects the role of volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, students must have completed at least 20 hours of volunteer work.

Semester 1

Introduction to Volunteering

Students will complete an induction unit to develop knowledge and entry level skills related to volunteering and workplace health and safety.

Students will also begin volunteering placements in areas such as: gardening, aged care, primary schools, retail charities and childcare.

Semester 2

Clients and Customers

Students will develop skills in workplace communication and, working and communicating with diverse people.

Students will learn how to communicate with clients and customers at their volunteering placements.

CORE UNITS

BSBCM201	Communicate in the workplace
CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety

ELECTIVE UNITS

CHCCOM001	Provide first point of contact
FSKDIG03	Use digital technology for routine workplace tasks
FSKRDG10	Read and respond to routine workplace information

YEAR 11 and 12

ATAR & UNIVERSITY ENTRY



Students who have identified their Success Pathway as being direct University entry will require an ATAR Score and as such require a very specific choice of subjects.

What is an ATAR?

- The ATAR is a fine-grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

Australian Tertiary Admission Rank (ATAR) eligibility

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

To be ATAR eligible, students need to select:

	4 or 5 Subjects	Maximum of 1		Career Paths & Opportunities
	General	Applied	Certificate III	
English	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> Essential English 		
Mathematics	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	<ul style="list-style-type: none"> Essential Mathematics 		Financial planner, engineer, chemist, bank officer, accountant, logistics clerk, insurance officer / broker, pilot, programmer, technician, surveyor, valuer
The Arts	<ul style="list-style-type: none"> Visual Art Dance Music# Drama 	<ul style="list-style-type: none"> Visual Art in Practice Dance in Practice Music in Practice Drama in Practice 		Musician, photographer, set designer, scriptwriter, teacher, stage manager, producer, audiovisual or sound technician, film and tv producer's assistant, dancer, artist, actor, floor manager, make up artist
Humanities & Business	<ul style="list-style-type: none"> Ancient History# Legal Studies 	<ul style="list-style-type: none"> Social and Community Studies Business Studies 		Historian, politician, sociologist, library technician, law clerk, admin assistant, lawyer, journalist, writer, public servant, museum attendant
Languages	<ul style="list-style-type: none"> Japanese 			Journalist, interpreter, hotel manager, importer / exporter, teacher, tour guide
Physical Education & Fitness	<ul style="list-style-type: none"> Physical Education# 	<ul style="list-style-type: none"> Sport and Recreation 	<ul style="list-style-type: none"> Cert III in Fitness 	Sports and exercise psychologist or physiologist, physiotherapist, park ranger, nutritionist, health promotion officer, ambulance officer, sports development officer, police officer
Sciences	<ul style="list-style-type: none"> Biology Chemistry Physics 	<ul style="list-style-type: none"> Science in Practice 		Engineer, scientist, surveyor, radiographer, biophysicist, pilot, dental technician, audiologist, nurse, paramedic, pharmacist, psychologist, radiation therapist, speech pathologist, doctor, veterinarian, zoologist, medical imaging technologist,
Technologies & Industry		<ul style="list-style-type: none"> Furnishing Skills Hospitality Practice 	<ul style="list-style-type: none"> Cert III Hospitality 	
Health & Community Services		<ul style="list-style-type: none"> Early Childhood Studies 	<ul style="list-style-type: none"> Cert III in Health Services Assistance 	Nurse, allied health, early childhood educator

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

Students should consult the QTAC Handbook or equivalent documents for other states for specific course pre-requisites.

SUBJECT PRE-REQUISITES

At Wilsonton State High School, we want all students to be successful. To provide the best chance at success, when planning your senior pathway be aware that Wilsonton State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11, to ensure success.

The following Pre-requisites apply for students wishing to undertake a University Pathway

Subjects	Prerequisites
General Mathematics	C+ in Introduction General Mathematics
Mathematical Methods	C+ in Introduction Mathematical Methods
Specialist Mathematics	C+ in Introduction to Specialist Mathematics and Mathematical Methods
English	C in Introduction to English
Ancient History	C+ in Introduction to English
Legal Studies	C+ in Legal Studies & Introduction to English
Physical Education	C in Introduction to English
Biology	B in Biology & Introduction to English
Chemistry	C in Introduction General Mathematics & Introduction to English, B in Chemistry
Physics	B in Introduction General Mathematics, Introduction to English & Physics
Japanese	B in Japanese
Dance	C in Dance & Introduction to English
Music	C in Introduction to English
Visual Art	C in Visual Art & Introduction to English
Drama	C in Drama & Introduction to English

INDUSTRY PATHWAY

Wilsonton State High School Success Industry Pathway Programs are designed for students completing a Senior Program across Years 11 & 12.

At Wilsonton State High School students study nationally-accredited vocational qualifications while completing the Queensland Certificate of Education (QCE).

Our fully integrated courses mean you do not sacrifice your high school education while undertaking vocational training, either through our Registered Training Organisation or one of our External Partners.



WORK READY SKILLS

Wilsonton State High School is focused on helping all students move into further education training and employment. Our Work Skills and Industry Pathways program gives students the edge when it comes to applying for a job.

- Communication
- Teamwork
- Resume Writing

Vocational Education and Training in Schools

Vocational Education and Training in Schools (VETiS) is a program that enables students to gain nationally recognised qualifications while at school. Students learn skills and knowledge required for specific industries.

VETiS can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

VET can also be undertaken while a young person is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

In 2026, students will be able to complete Certificate I, II & III qualifications both on site under Wilsonton State High School's Registered Training Organisation or one of our External Partners in TAFE, Binnacle, Blue Dog, Connect 'n' Grow or CTA Training Specialists.

Students may be required to purchase a relevant training uniform and further Personal Protection Equipment (PPE).

Depending on individual circumstances and situations, there may be a small cost to some qualifications. This can be spread over two years and is significantly cheaper than seeking the qualification externally to the school.

Combined with Industry Visits, this Pathway allows students significant exposure to careers, training and employment into their chosen field/s.

Some of these programs involve a full day each week. Students may select only one subject or program that involves a full day out of regular school each week. This includes SBT/A's.



	Applied	Certificate	Career Paths & Opportunities
English	<ul style="list-style-type: none"> Essential English 		
Mathematics	<ul style="list-style-type: none"> Essential Mathematics 		
Literacy & Numeracy		<ul style="list-style-type: none"> Cert I in General Education Cert II in General Education 	
The Arts	<ul style="list-style-type: none"> Visual Art in Practice Dance in Practice Music in Practice Drama in Practice 		Dancer, musician, model, artist, lighting operator, sound technician, editor, director, magician, makeup artist, usher, set designer, stunt performer, theatre mechanist, costumer designer
Humanities & Business	<ul style="list-style-type: none"> Social and Community Studies Business Studies (not with Cert II Workplace Skills) 	<ul style="list-style-type: none"> Cert II in Workplace Studies 	Office admin, bank officer, call centre operator, compliance officer, receptionist, logistics clerk, marketing officer, manager, real estate agent, book keeper
Physical Education & Fitness	<ul style="list-style-type: none"> Sport and Recreation (not with Cert III Fitness) 	<ul style="list-style-type: none"> Cert III in Fitness 	Personal trainer, group fitness instructor, swim teacher
Sciences	<ul style="list-style-type: none"> Science in Practice 		
Technologies & Industry	<ul style="list-style-type: none"> Furnishing Skills Hospitality Practices (not with Cert III Hospitality) 	<ul style="list-style-type: none"> Cert II Automotive Vocational Preparation* Cert II in Construction Pathways Cert II Engineering Pathways Cert III Hospitality Cert II Salon Assistant* Cert II Rural Operations* 	Sheetmetal worker, tool maker, locksmith, fitter, boilermaker, blacksmith, foundry worker, engraver, engineer, carpenter, building surveyor, rigger, crane operator, welder, tiler, sign maker, plumber, plasterer, painter, labourer, shop fitter, joiner, gasfitter, road worker, roofer, bricklayer, cabinetmaker, concreter, glazier, scaffolder Waiter, events coordinator, club manager, concierge, chef, cook, bar attendant, barista, baker, maitre d', valet, gaming worker, flight attendant Retail buyer, retail manager, sales representative, visual merchandiser, marketing officer, hairdresser, beauty therapist, store person, cosmetic consultant, make-up artist Farm hand, jackaroo/jillaroo, farmer, fisheries officer, technician, horse trainer, park ranger, nursery worker, stock and station agent, tree surgeon, pest and weed controller, gardener, beekeeper, pet groomer
Health & Community Services	<ul style="list-style-type: none"> Early Childhood Studies 	<ul style="list-style-type: none"> Cert II/III in Health Services Assistance 	Support worker, assistant in nursing, health promotion worker, guard, family support worker, personal carer, disability and aged care support, orderly, ward clerk, childcare worked

The QCAA considers some Applied subjects and Certificate courses that have similar subject matter as duplication of learning and therefore students can only select one of the pair.

* - Full day courses

ENGLISH

[GENERAL]

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Structure

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

Assessment

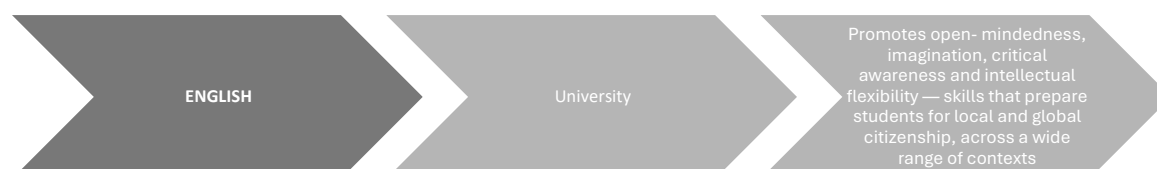
Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative Assessments

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

SUCCESS PATHWAY



ESSENTIAL ENGLISH**[APPLIED]**

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	Texts and human experiences Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	Language that influences Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	Representations and popular culture texts Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts

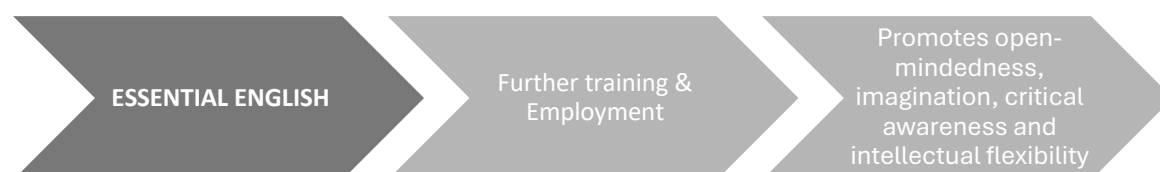
Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended Response – spoken/signed response Summative internal assessment 2 (IA2): Common Internal Assessment (CIA)	Summative internal assessment 3 (IA3): Extended Response – Multimodal Response Summative internal assessment (IA4): Extended Response – Written Response

SUCCESS PATHWAY

MATHEMATICS

GENERAL MATHEMATICS

[GENERAL]

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

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

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

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

Structure

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

Assessment

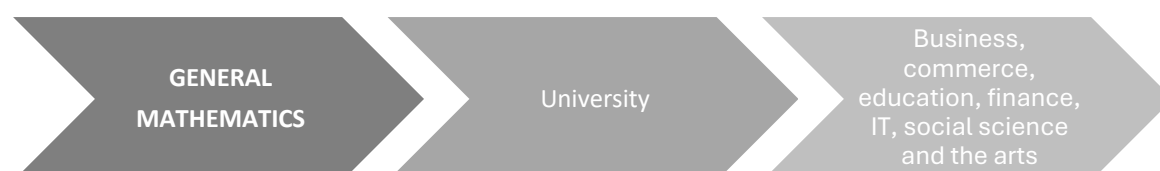
Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Examination
Summative internal assessment 2 (IA2): Examination	Summative external assessment (EA): Examination
20%	15%
15%	50%

SUCCESS PATHWAY



MATHEMATICAL METHODS**[GENERAL]**

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

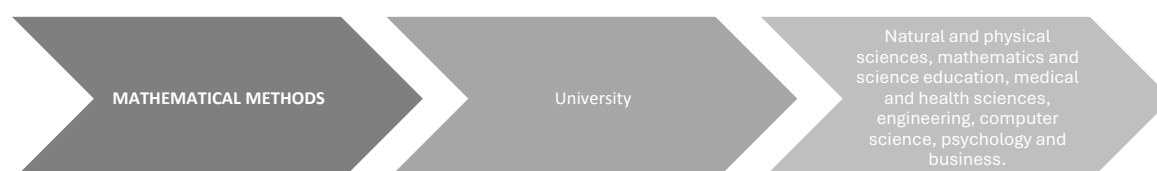
Assessment

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

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task	Summative internal assessment 3 (IA3): Examination
Summative internal assessment 2 (IA2): Examination	Summative external assessment (EA): Examination
20%	15%
15%	50%

SUCCESS PATHWAY

SPECIALIST MATHEMATICS**[GENERAL]**

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

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.

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

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

Students studying Specialist Mathematics must also study Mathematical Methods.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference

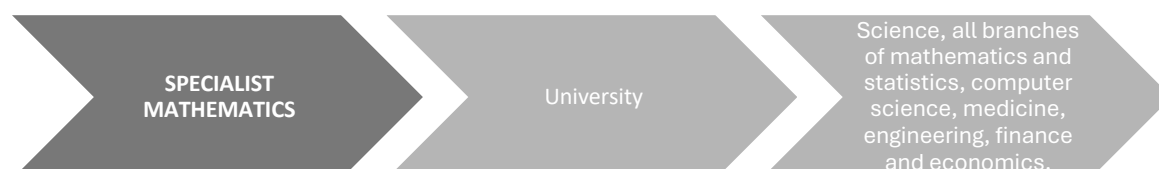
Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%
Summative internal assessment 2 (IA2): Examination	15%	Summative external assessment (EA): Examination	50%

SUCCESS PATHWAY

ESSENTIAL MATHEMATICS**[APPLIED]**

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

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

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

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

Structure

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

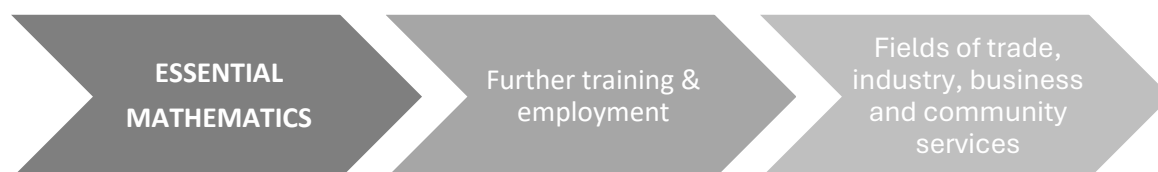
Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Problem-solving and modelling task Summative internal assessment 2 (IA2): Common Internal Assessment (CIA)	Summative internal assessment 3 (IA3): Problem solving and modelling task Summative external assessment (IA4): Examination

SUCCESS PATHWAY

LITERACY & NUMERACY

CERTIFICATE II IN GENERAL EDUCATION FOR ADULTS (22473VIC)



RTO: WSHS
Face to Face
4 QCE Credits

This **Wilsonton SHS qualification** is a continuation of the Literacy and Numeracy courses completed by students in Year 10.

UNITS

VU22412	Engage with a range of complex texts for learning purposes
VU22419	Create a range of complex texts for learning purposes
VU22416	Engage with a range of complex texts to participate in community
VU22421	Create a range of complex texts to participate in the community
VU22412	Implement and review a project
VU22390	Participate in spoken interactions of limited complexity
VU22423	Investigate numerical and statistical information
VU22422	Investigate and interpret shapes and measurements and related formulae
FNSFLT201	Develop and use a personal budget
FNSFLT202	Develop and use a savings plan
VU22411	Research pathways and produce a learning plan and portfolio

THE ARTS

VISUAL ART

[GENERAL]

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: student-directed	Art as alternate Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed

Assessment

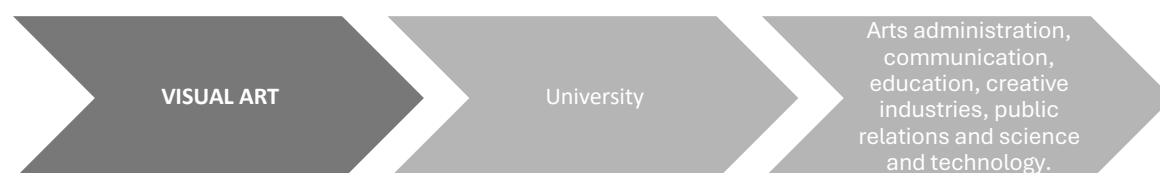
Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative Assessments

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

SUCCESS PATHWAY



VISUAL ARTS IN PRACTICE**[APPLIED]**

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

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

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

Applied Arts Subjects include Certificate II in Creative Industries (see page 22).

Assessment

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

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

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario	A technique that assesses the application of identified skills to the production of artworks	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

SUCCESS PATHWAY

DANCE**[GENERAL]**

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? Genres: - Contemporary - at least one other genre Subject matter: - meaning, purpose and context - historical and cultural origins of focus genres	Moving through environments How does the integration of the environment shape dance to communicate meaning? Genres: - Contemporary - at least one other genre Subject matter: - physical dance environments including site-specific dance - virtual dance environments	Moving statements How is dance used to communicate viewpoints? Genres: - Contemporary - at least one other genre Subject matter: - social, political and cultural influences on dance	Moving my way How does dance communicate meaning for me? Genres: - fusion of movement styles Subject matter: - developing a personal movement style - personal viewpoints and influences on genre

Assessment

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

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

Summative Assessments

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

SUCCESS PATHWAY

DANCE IN PRACTICE**[APPLIED]**

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 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.

Applied Arts Subjects include Certificate II in Creative Industries (see page 22).

Assessment

For Dance 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.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given

SUCCESS PATHWAY

DRAMA**[GENERAL]**

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? cultural inheritances of storytelling oral history and emerging practices a range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts	Transform How can you transform dramatic practice? Contemporary performance associated conventions of styles and texts inherited texts as stimulus

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	25%	Summative internal assessment 3 (IA3): Project — practice-led project	25%
Summative internal assessment 2 (IA2): Project – dramatic concept	25%	Summative external assessment (EA): Examination — extended response	25%

SUCCESS PATHWAY

DRAMA IN PRACTICE**[APPLIED]**

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.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner

Applied Arts Subjects include Certificate II in Creative Industries (see page 22).

Assessment

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 (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

SUCCESS PATHWAY

MUSIC**[GENERAL]**

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Structure

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

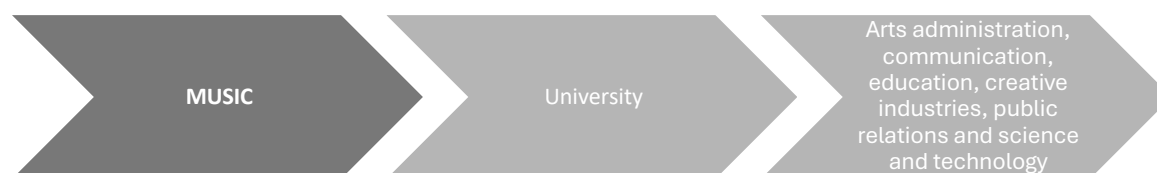
Assessment

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

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

Summative Assessments

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

SUCCESS PATHWAY

MUSIC IN PRACTICE**[APPLIED]**

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

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

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

Applied Arts Subjects include Certificate II in Creative Industries (see page 22).

Assessment

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

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

Project	Performance	Product (composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

SUCCESS PATHWAY

HUMANITIES & BUSINESS

ANCIENT HISTORY

[GENERAL]

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	Personalities in their time	Reconstructing the ancient world	People, power and authority
Digging up the past	Hatshepsut, Akhenaten	Thebes — East and West, 18th Dynasty Egypt	Schools choose one study of power from:
Ancient societies — Slavery	Xerxes, Perikles	The Bronze Age Aegean	Ancient Egypt
Ancient societies — Art and architecture	Alexander the Great, Cleopatra	Fifth Century Athens (BCE)	Ancient Greece
Ancient societies — The family	Agrippina the Younger	Philip II and Alexander III of Macedon	Ancient Rome
Ancient societies — Beliefs, rituals and funerary practices.	Nero, Boudica, Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)	Early Imperial Rome	QCAA will nominate one topic that will be the basis for an external examination from:
	Richard the Lionheart	Pompeii and Herculaneum	Thutmose III, Rameses II, Themistokles, Alkibiades, Scipio, Africanus, Caesar, Augustus
	Alternative choice of personality	The 'Fall' of the Western Roman Empire	

Assessment

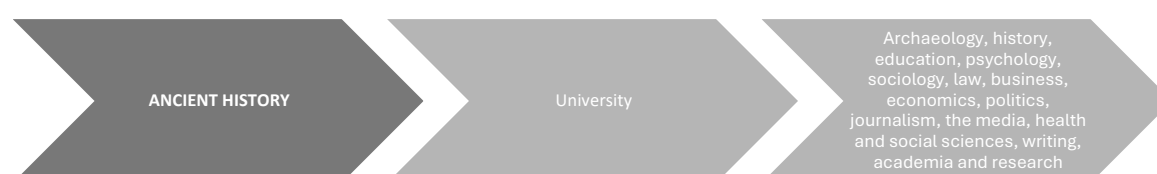
Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources	Summative internal assessment 3 (IA3): Investigation — historical essay based on research
Summative internal assessment 2 (IA2): Independent source investigation	Summative external assessment (EA): Examination — short responses to historical sources
25%	25%
25%	25%

SUCCESS PATHWAY



LEGAL STUDIES**[GENERAL]**

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	Balance of probabilities Civil law foundations Contractual obligations Negligence and the duty of care	Law, governance and change Governance in Australia Law reform within a dynamic society	Human rights in legal contexts Human rights The effectiveness of international law Human rights in Australian contexts

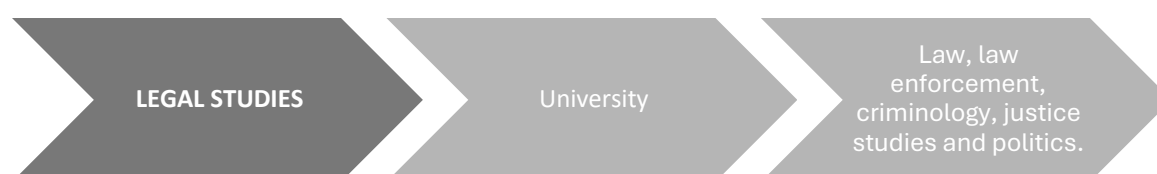
Assessment

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

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

Summative Assessments

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

SUCCESS PATHWAY

SOCIAL AND COMMUNITY STUDIES**[APPLIED]**

Social and Community Studies helps students develop the knowledge, skills, and understanding needed to actively participate in their communities and the wider society. The subject explores real-life topics such as relationships, health and wellbeing, rights and responsibilities, financial literacy, and employment.

Students examine social issues, develop communication and teamwork skills, and apply practical strategies to everyday situations.

Through hands-on activities, projects, and community engagement, students build confidence, resilience, and a sense of social responsibility.

This subject prepares students for work and further training in areas such as community services, health support, childcare, education, hospitality, retail, and administration.

Structure *these units/topics may be subject to change

Unit 1	Unit 2	Unit 3	Unit 4
Lifestyle and financial choices Students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices.	Relationships and work environments Students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work.	Legal and digital citizenship Students investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. They can explore key values that underpin the law.	Arts and identity Students explore markers of identity as a social construct. They investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities.

Assessment

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

In Units 3 and 4 students complete four summative assessments.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Project (Contemporary lifestyles) or Extended Response (Money management) Summative internal assessment 2 (IA2): Project (Relationships) or Investigation (World of work)	Summative internal assessment 3 (IA3): Extended Response (Law matters) or Project (Digital technology and wellbeing) Summative internal assessment 4 (IA4): Project (The arts and the community) or Investigation (Identity)

SUCCESS PATHWAY

BUSINESS STUDIES**[APPLIED]**

Business equips students with the knowledge and skills to understand how organisations operate in a dynamic and globally connected world. The subject focuses on the functions of business — including marketing, finance, human resources, operations, and strategic planning — and how these work together to achieve goals.

Students analyse real-world business issues, develop solutions, and evaluate outcomes, preparing them for decision-making in both local and international contexts. Through case studies, projects, and data analysis, they learn to think critically, manage risk, and consider ethical and sustainable business practices.

This subject provides a strong foundation for further study or careers in business, entrepreneurship, marketing, accounting, management, and other commerce-related fields.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Working in Administration Students focus on a broad range of administrative knowledge and skills needed in a variety of business contexts.	Working with Customers Students explore the knowledge and skills needed to work with customers in a variety of business contexts. Students consider customers' requirements and focus on investigating the meaning and importance of customer relationships in building customer loyalty and increasing sales.	Working in Marketing Students investigate how businesses use marketing to influence customers' behaviour. In this unit, students examine the use of marketing strategies and approaches to increase sales of products and/or services.	Working in Events In this unit, students explore the fundamentals of event administration, including a range of event types, event management strategies and event stakeholders.

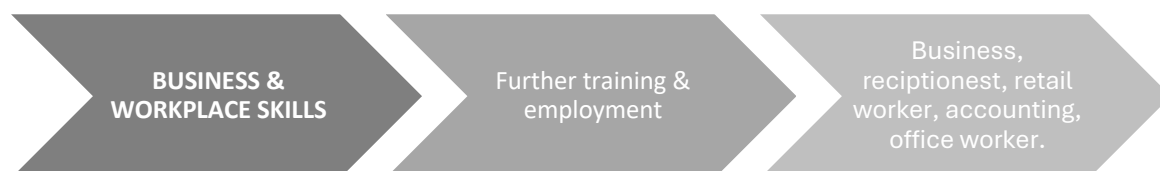
Assessment

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

In Units 3 and 4 students complete four summative assessments.

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended Response or Project (Employee Administration or Business Administration) Summative internal assessment 2 (IA2): Extended Response or Project (Customer Relationship or Customer Service)	Summative internal assessment 3 (IA3): Extended Response or Project (Marketing Fundamentals or Marketing Plan for a New Product or Service) Summative internal assessment 4 (IA4): Extended Response or Project (Event Administration or Event Planning)

SUCCESS PATHWAY

CERTIFICATE II in WORKPLACE SKILLS (BSB20120)

RTO: WSHS
2 Years
Face to Face
4 QCE Credits

This **Wilson SHS qualification** is a two year course and the qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. The course is conducted in a computer room with a model office and has a balance of practical computer work and simulated work activities.

The Individuals in these roles generally work under direct supervision. If the course is successfully completed students will be awarded a Certificate II in Workplace Skills and earn 4 QCE points.

CORE UNITS

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environment
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

ELECTIVE UNITS

BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTEC203	Research using the internet
BSBTWK201	Work effectively with others

LANGUAGES

JAPANESE

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world	私たちの世界をたんけんする Exploring our world	私たちの社会、文化とアイデンティティ Our society, culture and identity	私の現在と将来 My present; my future
<ul style="list-style-type: none"> Family/carers Peers Education 	<ul style="list-style-type: none"> Travel and exploration Social Customs Japanese influences around the world 	<ul style="list-style-type: none"> Lifestyles and leisure The arts, entertainment and sport Groups in society 	<ul style="list-style-type: none"> The present Future choices

Assessment

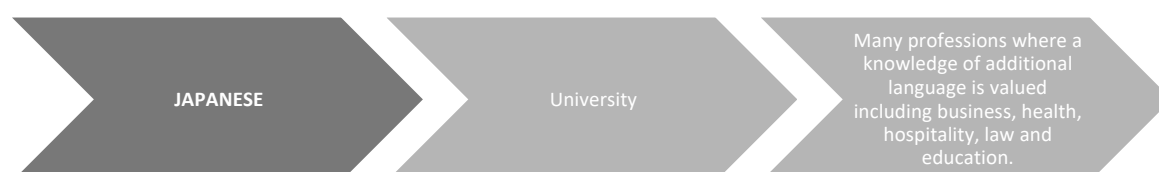
Schools devise assessments in Units 1 and 2 to suit their local context.

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Examination — short response	Summative internal assessment 3 (IA3): Multimodal presentation and interview
20%	30%
Summative internal assessment 2 (IA2): Examination — extended response	Summative external assessment (EA): Examination — combination response
25%	25%

SUCCESS PATHWAY



PHYSICAL EDUCATION & FITNESS

PHYSICAL EDUCATION

[GENERAL]

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity Sport psychology integrated with a selected physical activity Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity	Energy, fitness and training and physical activity Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative Assessments

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

SUCCESS PATHWAY



SPORT & RECREATION**[APPLIED]**

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

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

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

Assessment

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

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

The units chosen for Sport and Recreation will be dependent on and reflective of the needs of the students in the cohort and will be 4 units chosen from a possible 12.

Current Units:

- Coaching and Officiating
- Fitness for Sport and Recreation
- Event Management
- Emerging Trends in Sport and Recreation

Project	Performance
A response to a single task, situation and/or scenario, investigating, planning, performing and evaluating activities or strategies that enhance outcomes	A response investigating, planning, performing and evaluating activities or strategies that enhance outcomes

SUCCESS PATHWAY

CERTIFICATE III in FITNESS (SIS30315)**includes CERTIFICATE II in SPORT & RECREATION (SIS20115)**
Binnacle
 Training
RTO Code 31319

RTO: Binnacle Training

2 Years

Face to Face

8 QCE Credits

VETiS+\$/\$\$

This **Binnacle qualification (RTO 31319)** provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Work may be undertaken in locations such as gyms, fitness facilities, pools, community facilities and in outdoor environments.

Units of Competency

HLTWHS001	Participate in workplace health and safety
SISXIND011	Maintain sport, fitness and recreation industry knowledge
BSBSUS211	Participate in sustainable work practices
BSBPEF202	Plan and apply time management
SISSPAR009	Participate in conditioning for sport
SISXCCS004	Provide quality service
SISEXMR001	Respond to emergency situations
SISOFLD001	Assist in conducting recreation sessions
SISXFAC006	Maintain activity equipment
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
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
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
HLTAID011	Provide First Aid

SCIENCES

BIOLOGY

[GENERAL]

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
Exchange of nutrients and wastes	Homeostasis	Biodiversity and populations	Genetics and heredity
Cellular energy, gas exchange and plant physiology	Infectious diseases	Functioning ecosystems and succession	Continuity and life on Earth

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data Test	10%	Summative internal assessment 3 (IA3): Research Investigation	20%
Summative internal assessment 2 (IA2): Student Experiment	20%	Summative external assessment (EA): Examination	50%

SUCCESS PATHWAY



CHEMISTRY**[GENERAL]**

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

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions Properties and structure of atoms Properties and structure of materials Chemical reactions — reactants, products and energy change	Molecular interactions and reactions Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions	Equilibrium, acids and redox reactions Chemical equilibrium systems Oxidation and reduction	Structure, synthesis and design Properties and structure of organic materials Chemical synthesis and design

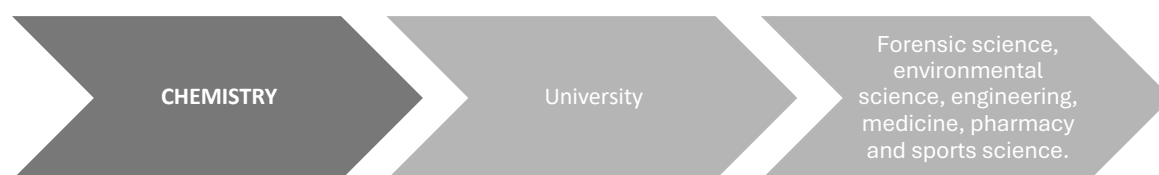
Assessment

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

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

Summative Assessments

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

SUCCESS PATHWAY

PHYSICS**[GENERAL]**

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics Heating processes Ionising radiation and nuclear reactions Electrical circuits	Linear motion and waves Linear motion and force Waves	Gravity and electromagnetism Gravity and motion Electromagnetism	Revolutions in modern physics Special relativity Quantum theory The Standard Model

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data Test	10%	Summative internal assessment 3 (IA3): Research Investigation	20%
Summative internal assessment 2 (IA2): Student Experiment	20%	Summative external assessment (EA): Examination	50%

SUCCESS PATHWAY

SCIENCE IN PRACTICE**[APPLIED]**

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued across a range of sciences including physics, chemistry and biology through a hands-on practical approach.

Learning in Science in Practice involves includes a project or investigative response to real-world problems, whilst providing context into particular careers of interest in Science. Students apply scientific knowledge and skills in situations to produce products and build their understanding of expectations for work in scientific settings and develop an understanding of career pathways and contributing to scientific activities.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Forensic Science and Vehicle Crash Analysis	Ecology – Optimal Conditions for Growing	Health Sciences and Disease Prevention	Chemicals of Cleaning and Consumer Science

Assessment

Schools devise assessments in Units 1 - 4 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Students will receive an overall subject result on balance for each unit (A–E) across Units 3 and 4.

Summative Assessments

Unit 3	Unit 4
Applied Investigation Practical Project	Applied Investigation Practical Project

SUCCESS PATHWAY

TECHNOLOGIES & INDUSTRY

CERTIFICATE II in AUTOMOTIVE VOCATIONAL PREPARATION (AUR20720)



MAKE
GREAT
HAPPEN



This **TAFE qualification** is a one year course and the entry-level qualification prepares you for a career in the automotive industry. This qualification will give you the basic skills and knowledge needed to pursue an automotive apprenticeship.

RTO: TAFE

1 Year (Full Day)

4 QCE Credits

VETiS/\$\$

CORE UNITS

AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF003	Communicate effectively in an automotive workplace
AURAF004	Resolve routine problems in an automotive workplace
AURASA002	Follow safe working practices in an automotive workplace
AURETR003	Identify automotive electrical systems and components
AURLTA001	Identify automotive mechanical systems and components
AURTTK002	Use and maintain tools and equipment in an automotive workplace

ELECTIVE UNITS

AURETR015	Inspect, test and service batteries
AURTTA027	Carry out basic vehicle servicing operations
AURTTJ011	Balance wheels and tyres
AURTTA005	Select and use bearings, seals, gaskets, sealants and adhesives
AURETR006	Solder electrical wiring and circuits

CERTIFICATE II in CONSTRUCTION PATHWAYS



RTO: WSHS

2 Years

4 QCE Credits

\$\$

This **Wilsonton SHS qualification** is a 2 year course. This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for delivery in learning institutions. This course will be conducted in the school's workshop facilities.

The qualification is intended for people interested in exposure to Construction or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in a Construction or related working environment.

CORE UNITS

CPCCOM1012	Work effectively and sustainably in the Construction Industry
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry

ELECTIVE UNITS

CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCJN3100	Process materials to produce components using static machines
CPCCCM2006	Apply basic levelling procedures
CPCCCM2004	Handle Construction Materials

CERTIFICATE II in ENGINEERING PATHWAYS (MEM20422)

RTO: Blue Dog
Training
2 Years
4 QCE Credits
VETiS/\$\$

This 2 year course occurs in the WSHS workshop facilities with the training supervised by Blue Dog Training. This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

CORE UNITS

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

ELECTIVE UNITS

MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

FURNISHING SKILLS**[APPLIED]**

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Assessment

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

- Practical demonstration & Multi-modal Documentation
- Product & manufacturing process

Practical Demonstration	Documentation	Product	Manufacturing Process
Practical demonstration: the skills and procedures used in 3–5 production processes	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media	Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

SUCCESS PATHWAY

HOSPITALITY PRACTICES**[APPLIED]**

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 and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

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.

**Assessment**

For Hospitality Practices, 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
- at least one practical demonstration (separate to the assessable component of a project).

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems

SUCCESS PATHWAY

CERTIFICATE II & III in HOSPITALITY (SIT20316 & SIT30616)

RTO: CTA Training
2 Years
4/8 QCE Credits
VETiS/\$\$

This **CTA Training qualification** is a two year course and the qualification presents an opportunity to commence a career in the Hospitality industry.

This qualification allows students to develop skills that can lead to employment and career in a high demand area. Students will participate in a variety of placements across the two year course.

CORE UNITS

SITXWHS001	Participate in safe work practices
SITXCOM002	Show social and cultural sensitivity
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITHIND002	Source and use information on the hospitality industry
BSBWOR203	Work effectively with others
SITXHRM001	Coach others in job skills

POSSIBLE ELECTIVE UNITS

SITXFSA001	Use hygienic practices for food safety
SITXFIN001	Process financial transactions
SITHFAB005	Prepare and serve espresso coffee
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB001	Clean and tidy bar areas
SITHFAB002	Provide responsible service of alcohol
SITHIND001	Use hygienic practices for hospitality service
SIRXPDK001	Advise on products and services
SITXCCS002	Provide visitor information
SITXCCS005	Provide club reception services
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
SITHKOP001	Clean kitchen premises and equipment
SITHFAB003	Operate a bar
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices

CERTIFICATE II in SALON ASSISTANT (SHB20216)

RTO: TAFE
1 Year (Full Day)
4 QCE Credits
VETiS/\$\$

This **TAFE qualification** is a one year course and the qualification is designed to meet industry needs with real world experience and purpose built facilities. Learn basic hair dressing tasks, communication techniques and product knowledge.

**CORE UNITS**

BSBWHS201	Contribute to health and safety of self and others
SHHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organize tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organizational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team

ELECTIVE UNITS

SHHBAS002	Provide head, neck and shoulder massages for relaxation
SHBXCCS004	Recommend products and services
SHBHDES002	Braid hair
SHBHIND002	Research and use hairdressing industry information

CERTIFICATE II in RURAL OPERATIONS (AHC21216)

RTO: TAFE
1 Year (Full Day)
4 QCE Credits
VETiS/\$\$

This **TAFE qualification** is a one year course and the qualification reflects the role of rural operators/junior farmhands, combined with a foundational knowledge of propagation, irrigation and weed treatment skills.

**CORE UNITS**

AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work effectively in the industry
AHCWHS201	Participate in work health and safety processes

ELECTIVE UNITS

AHCLSK211	Provide feed for livestock
AHCSOL202	Assist with soil or growing media sampling and testing
AHCPMG201	Treat weeds
AHCPGD203	Prune shrubs and small trees
AHCPGD201	Plant trees and shrubs
AHCMOM204	Undertake operational maintenance of machinery
AHCMOM203	Operate basic machinery and equipment
AHCMOM202	Operate tractors
AHCLSK204	Carry out regular livestock observation
AHCINF203	Maintain properties and structures
AHCCHM201	Apply chemicals under supervision
AHCIRG217	Assist with pressurised irrigation operations

HEALTH & COMMUNITY SERVICES

EARLY CHILDHOOD STUDIES

[APPLIED]

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

Assessment

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

- two projects
- two other assessments

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

SUCCESS PATHWAY



CERTIFICATE III in HEALTH SERVICES ASSISTANCE (HLT33115) includes CERTIFICATE II in HEALTH SUPPORT SERVICES (HLT23221)



RTO: Connect'n'Grow
Face to Face
8 QCE Credits
VETiS + \$\$

This **Connect'n'Grow (RTO 40518)** qualification provides students with both entry level skills necessary for a career in the health sector and an option to pursue further study. Students will acquire foundational knowledge and skills to support health professionals in client care. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Units of Competency

Certificate II Units

CHCCOM005 *	Communicate and work in health or community services
HLTWHS001 *	Participate in workplace health and safety
CHCDIV001 *	Work with diverse people
HLTINF006 *	Apply basic principles and practices of infection prevention and control
CHCCCS010 *	Maintain a high standard of Service
HLTHSS011	Maintain stock inventory
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005 *	Engage with health professionals and the health system

Certificate III Units (*Units Credit Transferred from Cert II to Cert III)

HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR30	Organise personal work priorities and development
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

