SENIOR SECONDARY CURRICULUM HANDBOOK

Subject Information for Years 10, 11 and 12

2018
Disclaimer: The information in this handbook is subject to change without notice due to human and physical resource allocations.
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INTRODUCTION

All students are expected to continue in education until, at least, the completion of Year 12. There are, statistically, a number of whole of life benefits which secondary school graduation assures. Some of these include:

- Shorter periods of unemployment
- Higher average income
- Better health
- Fewer problems with the justice system.

It is now time for options to be considered. Having decided their hoped for destination after Year 12, students will make the choice between an Academic or Vocational pathway. Within the chosen pathway, the selection of subjects that are suited to a student’s abilities and interests and are aligned with their future aspirations is an important task that must be approached seriously and given careful thought.

Students are advised to seek the advice of teachers, Guidance Officers or the Administration to assist in decision-making. Prerequisites have been set which have been proven over time and should be carefully considered. Only under exceptional circumstances would a student who has failed a subject in Year 10, then succeed at that subject in Year 11 or 12.

It is our intention that every student is able to make wise subject choices which will see them reach their goals. This handbook has been designed to assist with this task.

Mrs G Armstrong

PRINCIPAL
All students in Year 10 will begin the Year studying **English, Health and Physical Education, History/Geography, Mathematics and Science.** Students will continue with their chosen Elective subjects of Year 9 for the duration of Semester One.

Before the completion of Semester 1, Year 10 students will have the opportunity to choose a variety of Elective subjects to complement their proposed Academic or Vocational Program in Years 11 and 12. Students will continue to study the core subjects **English, History/Geography, Mathematics and Science.**
Brief Description of Subject
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together these strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Studying English provides students the opportunity to:

- Understand and use Standard Australian English in its spoken and written forms
- Develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey information and ideas
- Use language to inform, entertain, persuade and argue
- Develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature and an understanding of literary criticism, heritage and values

Course Outline (Topics)

| Term 3 | Language in Practice |
| Term 4 | Language of Literature |

Assessment

| Reading Portfolio | - students design a folio of reflections and writings based on wide reading. |
| Symposium | - students select a social issue of choice and present a persuasive speech. |
| Imaginative Response | - students write an imaginative response under exam conditions. |

Student performance is assessed on a five-point scale (A – E) using the Achievement Standards of the National Curriculum, across the three strands of the Australian Curriculum: English: Language, Literature & Literacy.

Pathways
All Year 10 students have the opportunity to undertake an Academic Pathway and study Senior English in year 11 and 12. To ensure this option is available, students must achieve a C+ level at the conclusion of Year 10. Students who achieve a D or E in English will be restricted to choices in the Vocational Pathway and will study English Communication in Year 11 and 12.
Rationale

Past students have often commented on how useful and practical it proved for further studies post year 12 by participating in either Ancient or Modern History at the senior school level. The histories rate highly in the number of the core skills they support in the Core Skills test undertaken in year 12.

The skills they support are most useful. Reading, comprehension, writing and research skills are the core elements needed for success in post year 12 studies. In the current time we live in it is even more important for there to be awareness of the past, and the need to respect different cultures and beliefs. It is for these very reasons that the study of the histories can be a most useful and rewarding experience in the senior curriculum.

Course Outlines for Introduction to Senior Courses (Topics)

Ancient History
- **Stand up and Walk** – an investigation into how and when early humans developed. Who were our early human ancestors? What factors enabled humans to develop into modern beings.
- **Introduction to specific skills needed in ancient history?**
- **The archaeology of death through forensics**

Modern History
- **The rise of Nazi Germany**
  - How and why did Hitler become so powerful?
  - What was it like to live under the Nazi regime
  - Why did the Holocaust occur?

Social History
- Social Change, as it is reflected through music
- What were the beliefs and events behind the new genres of music since the 1960’s?

Assessment

Assessable elements include: knowledge and understanding, historical skills & processes and communication.

Three assessment items will be undertaken:
- Short response tests
- Response to stimulus tests (Processes & Skills)
- Independent research inquiry
Brief Description of Subject – Geographical Sciences

This subject is a year long course. Geography is a structured way of exploring, analyzing and explaining the characteristics of the places that make up our world. Students of Geography investigate the effects of location and distance on the characteristics of places, the consequences of the interconnections between places and the significance of spatial distributions. Geography emphasizes the role of the environment in supporting human life. The strong link between geographical and scientific studies has never been stronger.

Course Outline (Topics)

This subject will appeal to students who enjoy environmental and earth sciences, geography and using IT skills.

Semester 1
- Foundation skills in Geography
  - Introduction to fieldwork
  - Introduction to geospatial technologies
  - Coastal landscapes – applied fieldwork based on North Stradbroke Island

Semester 2
- Career pathways in geographical sciences
  - Understanding the weather
  - Independent Inquiry – El Nino verses La Nina
  - Geography of Global Diseases

Assessment

Field Work is Mandatory. Students taking this subject will need to be connected to the school IT system and have their own devise to use.

Assessable elements include: knowledge and understanding, geographical skills & processes and communication.

The primary purpose of assessment is to judge the extent to which a student has progressed in their ability to use higher-level thinking through a range of assessment instruments. Individual student progress in this subject rests on mastery of the basic skills of reading, writing, listening, viewing, note taking and recall. Upon these skills, students are exposed to the more advanced skills of analysis, synthesis and critical evaluation.

A variety of tests will be administered throughout the semester. Options include:
- Short response tests
- Response to stimulus tests (Processes & Skills)
- Extended written responses e.g. essays
- Written research projects
- Multi-modal presentations

** only 3 items this semester will be completed.**

Pathways

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Brief Description of Subject

The Australian Mathematics Curriculum from Years 7 to 9 ensures that students are confident communicators of mathematics, able to investigate, represent and interpret situations in their personal lives and work situations. It aims to ensure students recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts.

Course Outline (Topics)

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Assessment

Student’s engagement, learning and performance will be assessed on three criteria:

- Understanding and Fluency includes applying, identifying, connecting, evaluating, calculating.
- Problem Solving includes formulating, modeling, interpreting.
- Reasoning includes justifying, deriving, deduction, estimation, explaining, inferring.

Written tests and assignments are mostly completed during class time.

Pathways / Partnerships

The Advanced Mathematics courses are designed specifically for students aiming to study Year 11 Mathematics B and C. All Academy classes will study the Advanced Mathematics courses. A student who studies Core Mathematics would need to achieve a C level at the conclusion of Year 10 to study Maths A in Years 11 and 12.
Brief Description of Semester 2

Science is a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge about the world we live in.

Senior Science subjects introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem solving and research skills), understand how it works and how it may impact society.

In each senior Science subject, students will develop a deep understanding of the core body of discipline knowledge. They will also develop skills through practical activities.

In Semester 2, Year 10, students will undertake a preparatory course to acquire knowledge and skills which will be necessary to undertake further studies in Year 11 and 12.
Brief Description of Introduction of Physical Education “Elective” unit
This unit is designed to expose students to the type of study they can expect in Senior Physical Education. The subject includes practical and theory aspects. Students will study theory units including Sociology and Physiology. The practical units are based on physical activities studied in Senior Physical Education (Touch, Volleyball, Athletics, Squash) but may include other similar sports.

Brief Description of Introduction of Health Education “Elective” unit
This unit is an ideal introduction to the Senior Health Education subject. It is a theory based subject where students study units based on Social Health and Personal Health.

Brief Description of Introduction of Recreation “Elective” unit
This unit is a pre-cursor to the Senior Recreation Studies course (Vocational Pathway). In YEAR 10, students complete theory units based on sports injuries and officiating while learning skills and strategies in football sports (excluding Rugby League) and also court sports.

Brief Description of Introduction to Certificate II Fitness unit
This unit is an ideal introduction to the Certificate III in Fitness course. This course will cover introductory units about fitness and physiology. *Note: there is a cost to complete the Certificate III Fitness course.

Brief Description of SIS20115: CERTIFICATE II IN SPORT AND RECREATION (NRL SPECIALTY) RUGBY LEAGUE
Rugby Leave Development class members continue with their course of study and members of this class are able to choose from both the academic and vocational pathway in senior.

Assessment
Assessable elements include: knowledge and understanding, investigating, planning, implementing and applying and reflecting. Students will be given the opportunities to demonstrate their learning outcomes through a variety of assessment tasks including:
- Short response tests
- Extended written responses
- Written research projects
- Multi-modal presentations
- Physical Tasks (Not in Health Education Extension)
**Languages – Continued Program in Semester 2 Year 10**

**Languages**

All students study one Language
Choices include: Japanese, German or Italian (school delivered) or Chinese, Spanish and French (Brisbane School of Distance Education delivered).

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**German**
Term 3 Freizeit und Arbeit (Free Time and Work)
Term 4 Verhältnisse in der Familie (Relationships in the Family)

**Italian**
Term 3 Che cosa facevo? (What did I do?)
Term 4 Il mio futuro (My future.)

**Japanese**
Term 3 Let’s Do It! Busy, Busy, Busy
Term 4 Travel to Japan

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# Please note students choosing to study an External Language will continue to study this language in Semester 2 of Year 10.

**Assessment**
Students will be assessed at the completion of each term in two of the macro-skills: Listening, Reading, Speaking and Writing. The levels of achievement obtained for the four macro skills during the terms will be used to give an overall summative result at the end of the semester.

**Pathways**
Obtaining a C in the chosen language Semester 2 of Year 10 is a pre-requisite for a Senior Language. Universities offer two bonus QTAC ranks to student who study a language and gain an OP.

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**Brief Description of Subject**
The content in the Australian Curriculum: Languages is organised by three interrelated:

- **Communicating**: using language and culture as a resource for interpreting and creating meaning.
- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning.
- **Reciprocating**: reflecting upon and interpreting self in relation to others in communication as language users and language learners (self-awareness as user and learner).

**Course Outline (Topics)**

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# Please note: German, Italian and Japanese are all courses of four semesters duration.
Students will sample Business for one Term of Year 7

Elective Subject
Business
Year 8, students may choose to study Business for one Semester.
Year 9, students may choose to study Business for 18 months.

Elective Subject continued Semester 1
Business

Authority Accounting
Authority Business Management
Authority Business Communication & Technologies
Authority Legal Studies
Authority Registered Business
Authority Registered Tourism
Authority Registered Work & Community Studies
VET Certificate III in Business
**Brief Description of Information Processing and Technology**
This course relates more to the point of view of the student being the maker or creator of software, rather than the end user. Units include Software and Systems, Engineering Basics, Programming Fundamentals (Visual Basic. NET) and Artificial Intelligence (AI).

**Brief Description of Information Technology Systems**
This course will introduce students to Graphic design using the Adobe Creative suite and develop an understanding of Web and Interface Design and creation. Students demonstrate graphic design skills by creating designs using a wide range of design software.

**Brief Description of Information Communication and Technology**
This course aims to develop skills in a range of business and productivity software. Students can begin working towards completing a Microsoft Certification. The focus is on developing student's skills and confidence at using Technology.

**Assessment**
Students will be assessed on their practical work over the course of the semester.

Assessment may include:

- Website creation
- Game design
- Folio of work

**Pathways/Partnerships**
In Years 11 & 12 students can select Information Technology Systems, Information Processing and Technology, Information and Communication Technology.
**Brief Description of Manufacturing “Elective”**

Students will be required to work in workshop situations to develop an item of furniture (coffee table) whilst learning how to read and understand engineering drawings. Students will be provided the opportunity to learn how to safely utilize workshop machinery and equipment to complete tasks of a high standard.

**Brief Description of Industrial Technology Studies “Elective”**

Technology studies involve students developing innovative ideas and producing products in response to identified human need. Students will record their design decisions in a folio or report format. Products are produced by students in an industrial workshop environment to confirm their design decisions.

**Assessment**

Each semester assessment may include

- 1 test
- 1 Project
- Class work Folio

**Pathways/Partnerships**

In Years 11 and 12 students can select Furnishing, Technology Studies, Graphics, Engineering Skills or Certificate II Automotive.
**Brief Description of Speech and Drama “Elective”**

Student study two units: Melodrama/Comedy and Australian Gothic. In both units, students read and work with scripted text. They gain skills in: Developing acting skills and techniques, Analysing written plays and Responding to themes and issues in contemporary plays performances. Through these activities students gain a fuller understanding of the requirements of Senior Drama.

**Brief Description of Dance “Elective”**

Students examine contemporary dance styles and are introduced to the ideas and techniques of modern choreographers. Students learn skills to: choreograph dance sequences that fit into particular styles of modern dance, Perform pieces to a live audience and use spoken and written languages to critique contemporary dance. Through these activities students gain a fuller understanding of the requirements of Senior Dance.

**Brief Description of Music “Elective”**

Students study Music Elements and Music Concepts within a range of music genres. They study Film Music and Mixing and Arranging using technology. Students will gain a thorough understanding of mixing and arranging through manipulating existing pieces of music to create their piece of music in their chosen style. Students gain skills in: Composition, Performance for a live audience and Musicology; where they analyse and evaluate music repertoire through aural and visual analysis. Through this study, students gain a fuller understanding of the requirements for Senior Music.

**Assessment**

Students are assessed under these five criteria:

1. **Knowledge and Understanding**
2. **Creating**
3. **Presenting**
4. **Responding**
5. **Reflecting**

**Pathways**

Students who successfully complete Junior Performing Arts subjects will be encouraged towards further study in these subjects as an authority subject in senior. This will contribute towards their certificate of education and their OP score.
PRACTICAL ARTS

Students will sample Home Economics for one Term of Year 7

Elective – Catering (one Semester only)

Elective – Fashion (one Semester only)

Elective – Catering (18 month course)

Elective – Home Economics (18 month course)

Elective – Fashion (18 month course)

Semester 1 Elective Catering (continued from Year 9)

Semester 1 Elective Home Economics (continued from Year 9)

Semester 1 Elective Fashion (continued from Year 9)

Authority Home Economics

VET Certificate III in Early Childhood Education & Care

VET Certificate II Hospitality

VET Certificate II Kitchen Operations
**VISUAL ARTS – ELECTIVE OPTIONS SEMESTER 2 YEAR 10**

**Brief Description of Fast Track Film and Television “Elective”**
This unit prepares students wishing to study Senior Film, Television and New Media. In this unit, students explore how specific groups of people and places are represented in popular media. Students use the findings from this exploration to create a music video that challenges and exploits stereotypes and representations. This unit prepares students wishing to study Authority Film, Television and New Media.

**Brief Description of Fast Track Media “Elective”**
This course of study is ideal for students wishing to explore the more practical applications of media studies. In this unit, students learn how to safely and ethically use technology to create video and multimedia presentations. This course of study is ideal for students wishing to explore the more practical vocational applications of media studies.

**Brief Description of Fast Track Art “Elective”**
This unit prepares students wishing to study Senior Visual Arts. In this unit students investigate the concept of metamorphosis in contemporary art. Students create a body of work using a variety of drawing media and digital technologies; and analyse a relevant artwork. This unit prepares students wishing to study Authority Visual Arts.

**Brief Description of Fast Track Visual Arts in Practice “Elective”**
This course of study is ideal for students wishing to explore the more practical application of visual arts. In this unit, students investigate and create a variety of portraits through the concept of parody. Students also learn how to safely use a variety of printmaking and painting media. This course of study is ideal for students wishing to explore the more practical, vocational applications of Visual Arts.

**Assessment**
Students are assessed under two criteria:
1. **Making**  
2. **Responding**

**Pathways/Partnerships**
This subject can lead into elective subjects in Year 10 Semester 2 such as Fast Track Art or Visual Art Studies. Year 11 and 12 subjects are Art, Visual Art Studies, Film, Television and New Media and Media Studies.
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.

**About the QCE**
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 11 if they have school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

**How the QCE works**
To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

**Planning a QCE pathway**
QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, University subjects completed at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

**Learning options and credit values**

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<th>COURSE</th>
<th>CREDIT</th>
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<tr>
<td>Core courses: usually undertaken in the senior phase of learning</td>
<td>At least 12 credits are required. At least 1 credit undertaken while enrolled at school.</td>
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<tr>
<td>Authority or Authority-registered subject</td>
<td>Per course (4 semesters)</td>
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<tr>
<td>Subjects assessed by a Senior External Examination</td>
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<td>VET Certificate 1, 2, 3 and 4 qualifications includes school-based apprenticeships and traineeships</td>
<td>Certificate II of IV qualifications</td>
</tr>
<tr>
<td>school-based apprenticeships that incorporate in-the-training</td>
<td>Certificate II competent</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>PREPARATORY COURSES: usually undertaken as stepping stones to further study</td>
<td>Certificate II competencies</td>
</tr>
<tr>
<td>VET Certificates: qualifications</td>
<td>Higher level or short course remedial developed by the QCA</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET ACT 2005</td>
<td>Reregistration programs</td>
</tr>
<tr>
<td>(Max. of 2 qualifications can count)</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Short course remedial or short course remedial developed by the QCA</td>
<td>Per course</td>
</tr>
<tr>
<td>ENGLISH HIGHER (on average a total 8 credits of study)</td>
<td>Certificate II competencies</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Recognised structured workplace or community-based learning programs</td>
</tr>
<tr>
<td>English Language subjects, such as English as a Second Language</td>
<td>Learning process — workplace, community, self-taught</td>
</tr>
<tr>
<td>Career development: a short course senior syllabus</td>
<td>School-based subjects</td>
</tr>
<tr>
<td>Advanced courses: up to 20 credits</td>
<td>Units of Compulsory contributing to VCE Certificate</td>
</tr>
<tr>
<td>VSC Certificate in Core Skills for Employment and Training: Communication</td>
<td>Certificate in Core Skills for Employment and Training: Literacy</td>
</tr>
</tbody>
</table>

**Literacy and numeracy requirements**
- The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- At least 2 Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- At least 2 Sound Achievement in QCAA-developed short courses in literacy and numeracy
- A Pass grade in a literacy and numeracy course recognised by the QCAA
- At least a C in the Queensland Core Skills (QCS) Test
- At least a C for an international Baccalaurate examination in English and Mathematics
- Completion of FETACT 2013 Certificate II in Skills for Work and Vocation Pathways
- Completion of 1033RQ, 1033RQ and 1033RQ Certificate in Core Skills for Employment and Training — Communication
- Completion of 1038RQ Certificate in Core Skills for Employment and Training — Literacy.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCIA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education
The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Senior Statement
All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Tertiary Entrance Statement
The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

Queensland Certificate of Individual Achievement
The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results
If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
THE SUBJECT SELECTION PROCESS FOR YEAR 11 AND 12

Every student in the Senior School must select six (6) subjects. During their course of study, students who take up a school-based traineeship or apprenticeship, may be granted the Principal’s approval to study 5 subjects, and spend one (1) day a week on the job!. The traditional two Year course of study for YEARS 11 and 12 can be extended to 3 Years, for students who demonstrate a specific need eg. elite athletes, musicians, students with intensely demanding commitments outside school.

IMPORTANT NOTES:

1. To be eligible for a Queensland Certificate of Education (QCE), at the completion of YEAR 12 students must successfully achieve a minimum of twenty (20) credit points.

2. To study for an “OP” students must study six (6) OP subjects OR five (5) OP subjects and a Certificate III course, which is studied here on campus. “OP” stands for Overall Position and is achieved through a combination of student subject results and a result in the Queensland Core Skills Test (QCS) which all OP students in YEAR 12 sit for across Queensland in August/September each YEAR.

3. Students who choose a non OP course of study are encouraged to complete at least one Certificate II course or higher within their program of study.

4. Where there is insufficient demand for a given subject on a particular line, a class may not be formed.

5. If subjects are over-subscribed and cannot be timetabled owing to a lack of resources, then class limits may need to be set.

6. The final decision regarding subject offerings will be at the discretion of the Principal.

SUBJECT SELECTION CHECKLIST

- All students must study either ENGLISH or ENGLISH COMMUNICATION.
- All students must study at least ONE MATHEMATICS subject,
- If selecting MATHS 'C', students MUST also select MATHS 'B'.
- MUSIC EXTENSION is a one Year course in Year 12 and can only be studied if a student is also studying Music.
- Students selecting a VOCATIONAL COURSE (non OP) are encouraged to choose at least one Certificate II or Certificate III course.
Authority subjects are those for which the course of study is based on a syllabus that has been approved and issued by the Queensland Curriculum & Assessment Authority (QCAA). Achievements in these subjects are recorded on the Senior Certificate and are used in the calculation of OPs and Selection Ranks. Students who do not achieve a Sound Achievement in a YEAR 10 subjects may find related Authority subjects in Year 11 and 12 difficult.

<table>
<thead>
<tr>
<th>Authority Subjects</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business:</strong></td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Accounting</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Business Communication &amp; Technologies</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Business Management</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Legal Studies</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td>Minimum requirement of C+ in YEAR 10 English</td>
</tr>
<tr>
<td>- English</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education:</strong></td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Health Education</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Physical Education</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td><strong>Home Economics:</strong></td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Home Economics</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td><strong>Industrial Design &amp; Technology:</strong></td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Graphics</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Technology Studies</td>
<td>Minimum requirement of C for YEAR 10 ITD</td>
</tr>
<tr>
<td><strong>Information Communication Technology:</strong></td>
<td>Minimum requirement of C for YEAR 10 English</td>
</tr>
<tr>
<td>- Information Processing &amp; Technology – IPT</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>- Information Technology Systems (ITS)</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td>Minimum requirement of C in YEAR 10 German</td>
</tr>
<tr>
<td><strong>SCHOOL DELIVERED</strong></td>
<td>Minimum requirement of C in YEAR 10 Italian</td>
</tr>
<tr>
<td>- German</td>
<td>Minimum requirement of C in YEAR 10 Japanese</td>
</tr>
<tr>
<td>- Italian</td>
<td>Minimum requirement of C in YEAR 10 Japanese</td>
</tr>
<tr>
<td>- Japanese</td>
<td>Minimum requirement of C in YEAR 10 German</td>
</tr>
<tr>
<td><strong>EXTERNAL</strong></td>
<td>Minimum requirement of C in YEAR 10 target language and/or native speaking background, and ability to work responsibly and independently</td>
</tr>
<tr>
<td>Chinese, French, Indonesian, Modern Greek, Polish, Russian, Spanish, Vietnamese</td>
<td>Minimum requirement of C in YEAR 10 German</td>
</tr>
<tr>
<td>Mathematics:</td>
<td>Minimum requirement of C in YEAR 10 Pre-Maths A</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Minimum requirement of B in YEAR 10 Pre-Maths B</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Minimum requirement of B in YEAR 10 Pre-Maths B</td>
</tr>
<tr>
<td>Mathematics C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performing Arts:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>Drama</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>Music</td>
<td>Minimum requirement of C in YEAR 10 English and either previous study in YEAR 9 or YEAR 10 Music, or ability to play an instrument or sing (demonstrated to music teacher prior to enrolment in senior course).</td>
</tr>
<tr>
<td>Music Extension (YEAR 12 only)</td>
<td>Minimum requirement of C in YEAR 11 Music. Students must study YEAR 12 Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Minimum requirement of C+ in YEAR 10 Science and C in YEAR 10 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Minimum requirement of B- in YEAR 10 Science and C in YEAR 10 English and C+ in YEAR 10 Extension Mathematics</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Minimum requirement of B- in YEAR 10 Science and C+ in YEAR 10 English and C+ in YEAR 10 Extension Mathematics</td>
</tr>
<tr>
<td>Physics</td>
<td>Minimum requirement of B- in YEAR 10 Science and C in YEAR 10 English and C+ in YEAR 10 Extension Mathematics</td>
</tr>
<tr>
<td>Science 21</td>
<td>Minimum requirement of C+ in YEAR 10 Science and C in YEAR 10 English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Minimum requirement of C in YEAR 10 SOSE and C in YEAR 10 English</td>
</tr>
<tr>
<td>Geography</td>
<td>Minimum requirement of C in YEAR 10 SOSE and C in YEAR 10 English</td>
</tr>
<tr>
<td>Modern History</td>
<td>Minimum requirement of C in YEAR 10 SOSE and C in YEAR 10 English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Arts:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Film, Television and New Media</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
</tbody>
</table>
**VOCATIONAL PATHWAY – QCAA AUTHORITY REGISTERED SUBJECTS AND VOCATIONAL EDUCATION AND TRAINING CERTIFICATE COURSES**

- Authority-registered subjects are those devised from QCAA-developed Subject Area Syllabuses (SAS) or developed by a school for which the school’s study plan or work program is accredited.
- Achievements in Authority-registered subjects are recorded on the Senior Certificate. They are **not** used in the calculation of an OP but may be used in the calculation of a Selection Rank.
- Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

**Vocational Education and Training (VET)**

- Student achievement in accredited vocational education modules (whether embedded in Authority or Authority-registered subjects) is based on industry endorsed competency standards and is recorded on the Senior Certificate.
- VET modules may give advanced standing towards a traineeship or apprenticeship, and/or credit on entry to higher level courses at TAFE institutes and other registered training organisations.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business:</strong></td>
<td></td>
</tr>
<tr>
<td>Business Studies <strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>BSB30112: Certificate III in Business *</td>
<td>Nil</td>
</tr>
<tr>
<td>Work and Community Studies – Social and Community Studies <strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>Tourism Studies<strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td></td>
</tr>
<tr>
<td>English Communication <strong>SAS</strong> (ENC)</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education:</strong></td>
<td></td>
</tr>
<tr>
<td>Recreation <strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>SSIS30310: Certificate III in Fitness*</td>
<td>Minimum requirement of C in YEAR 10 English</td>
</tr>
<tr>
<td>SIS20115: Certificate II in Sport and Recreation (NRL Speciality)*</td>
<td></td>
</tr>
<tr>
<td><strong>Home Economics:</strong></td>
<td></td>
</tr>
<tr>
<td>CHC30113: Certificate III in Early Childhood Education and Care*</td>
<td>Nil</td>
</tr>
<tr>
<td>CHC33015: Certificate III in Individual Support (Ageing)</td>
<td>Nil</td>
</tr>
<tr>
<td>SIT20212: Certificate II in Hospitality*</td>
<td>Nil</td>
</tr>
<tr>
<td>SIT20312: Certificate II in Kitchen Operations*</td>
<td>Nil</td>
</tr>
<tr>
<td>Creative Arts - Fashion</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Industrial Design &amp; Technology:</strong></td>
<td></td>
</tr>
<tr>
<td>ITS - Automotive <strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>AUR20712: Certificate II in Automotive Vocational Preparation*</td>
<td>Nil</td>
</tr>
<tr>
<td>Engineering Skills <strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>Furnishing Skills <strong>SAS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td>Information Communication and Technology</td>
<td>Nil</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td></td>
</tr>
<tr>
<td>• Prevocational Mathematics ( ^{SAS} )</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td></td>
</tr>
<tr>
<td>• Agricultural Practices ( ^{SAS} )</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Visual Arts:</strong></td>
<td></td>
</tr>
<tr>
<td>• Media Arts in Practice ( ^{SAS} )</td>
<td>Nil</td>
</tr>
<tr>
<td>• Visual Arts in Practice ( ^{SAS} )</td>
<td>Nil</td>
</tr>
</tbody>
</table>

* Stand-alone VET courses
POINTS TO CONSIDER IN CHOOSING SENIOR SUBJECTS
It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Overall Plan
As an overall plan, it is suggested that you choose subjects

- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

1. **Find out about occupational pathways**
   It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. The Guidance Officer will be able to help you get started.

The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia’s National Career Information Service, called myfuture, can be accessed at: www.myfuture.edu.au
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The QTAC Guide is useful for information on tertiary courses offered through QTAC. www.qtac.edu.au
- The Tertiary pre-requisites 2019 book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in Year 2019.
- Tertiary entry: Year 12 students not aiming for an OP can access information from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC. Use the tabs, Applying, Current Year 12’s, Year 12’s without OP’s.
- Queensland TAFE Course Search at: http://www.tafe.qld.gov.au

2. **Find out about the subjects offered at our school.**

**Authority Subjects**

- These subjects approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges and are used in the calculation of OPs and selection ranks. Some Authority subjects may have accredited vocational education modules embedded in them.
- Students who do not achieve **Sound Achievement or better in a Year 10 subject may find related Authority subjects in Year 11 and Year 12 difficult.** Students will need to refer to our school prerequisites.
- Your OP is dependent on academic achievements in Year 11 and 12 subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- These subjects contribute to the QLD Certificate of Education (QCE) if the required standards is reached (See QCE credit table for details)

**Authority Registered Subjects**

- Authority registered subjects are those based on QCAA developed Subject Area Syllabuses. **They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank.**
- Authority registered subjects emphasise practical skills and knowledge relevant to specific industries. **These subjects contribute to QCE, if the required standard is achieved.** (See table)
**Vocational Education and Training (VET)**

- Student achievement in accredited vocational education modules (whether embedded in Authority or Authority Registered subjects) is based on industry-endorsed competency standards and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE Institutes and other registered training organizations.

  This training contributes to the QCE if the required standard is reached. (See QCAA website - QCE credit table).

**Other**

- Subjects other than an Authority or Authority-Registered subject offered by a school or other educational institution and approved by the QCAA includes approved TAFE subjects or qualifications from specialist accredited agencies. e.g. In music or dance.

- These subjects contribute to the QCE if the required standard is reached. (See QCE credit table).

3. **Check out each subject fully**

Take these steps to ensure you understand the content and requirements of each subject.

- Read subject descriptions and course outlines found in this booklet
- Talk to Heads of Departments and Teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject
- Check subject pre-requisites
- Fully understand the requirements of the subject: assignments, exams, trips, camps, cost etc.

4. **Choose a combination of subjects that suit your needs and abilities.**

**Vocational Education**

Consider taking subjects with vocational education units of competency embedded in them if:

- The subject relates to or could provide a pathway to a job that you are interested in.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested
- You are interested in the subject and think you would enjoy studying it, while you gain skills.

**Tertiary Entrance**

If you wish to study degree or diploma courses at University or TAFE after Year 12:

- Ensure you select the pre-requisite subjects required for your preferred courses. These are listed in Tertiary Pre-requisites 2019.
- Most students gain entry to University on the basis of an OP. To be eligible for an OP, in the 4 semesters in Year 11 and Year 12 you must:
  a) complete 20 semester units of Authority subjects (the equivalent of 5 subjects)
  b) study at least three Authority subjects which remain unchanged through Years 11 and 12
  c) sit for the Queensland Core Skills Test over 2 days in Term 3 of Year 12
  d) remain at school until the last day of the Year 12.
- A small number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for diploma and advanced diploma courses.

**School-based apprenticeships and traineeships**

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

- Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.
- Check all documents carefully with the Industry Liaison Officer and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.
- This training contributes to the QCE if the required standard is reached. (See QCE credit table for more details).

5. **Be prepared to ask for help**

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, heads of departments, guidance officers or deputy principals and principals. Don’t be afraid to seek their assistance. They are all prepared to help. *Adapted from Curriculum Strategy Branch Education Queensland April 2004 document, “Choosing Senior Subjects “.*
Part of your education at school is about giving you experience in the skills you will use as an adult. You may be studying some vocational education and training subjects at school that prepare you for work, like Business, Hospitality and Automotive Studies, or subjects such as Work and Community Studies. You may have also done some work experience or be planning to do so and/or have a part-time or casual job out of school hours.

Our school also helps students get ready for work through apprenticeships and traineeships. A school based apprenticeship or traineeship (or SAT) involves you, your parents, an employer, our school, a registered training organisation, the Department of Education and Training (DET) and an Australian Apprenticeship Centre (AAC) as partners in the program.

Students who have chosen VET courses or have indicated on their SET Plans that employment or TAFE are their preferred options after school, are eligible for a school based apprenticeship or traineeship at Alexandra Hills State High School.

Students aiming for university and who wish to be OP eligible, need to focus on their six QCAA subjects and will NOT be permitted to take up a school based apprenticeship or traineeship, unless approval is gained from the Principal.

Before you go any further, here is an explanation of terms used in this document:

<table>
<thead>
<tr>
<th>TERM</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DET</td>
<td>Department of Education and Training, DET registers the training contract.</td>
</tr>
<tr>
<td>ETES</td>
<td>Education, Training and Employment Schedule, is a form which draws together your school education with your training and work. It is signed by all parties including you, your parents (if you are under 18) and your school principal.</td>
</tr>
<tr>
<td>GTO</td>
<td>Group training organisation – a particular type of employer who signs the training contract but designates another employer (the host) to train you on-the-job in conjunction with the SRTO.</td>
</tr>
<tr>
<td>AAC</td>
<td>Australian Apprenticeship Centre, brings the parties together for the signing of the training contract and provides an induction to the SAT arrangement with the SRTO.</td>
</tr>
<tr>
<td>OFF-THE-JOB TRAINING</td>
<td>Training which takes place when you leave your workplace and undertake training – for example, on the premises of the SRTO.</td>
</tr>
<tr>
<td>ON-THE-JOB TRAINING</td>
<td>This training is usually delivered by the employer at the workplace.</td>
</tr>
<tr>
<td>PROBATION</td>
<td>An adjustment period at the beginning of an apprenticeship or traineeship, designed to allow both you and the employer to evaluate the suitability of the arrangement. The probation period is dependent on the level of the qualification. For an apprenticeship, the probationary period is 90 calendar days and for a traineeship, the probationary period is 30 calendar days.</td>
</tr>
<tr>
<td>QUALIFICATION</td>
<td>The certificate you receive at the end of your apprenticeship or traineeship showing you have completed the apprenticeship or traineeship.</td>
</tr>
<tr>
<td>SAT</td>
<td>School-based Apprenticeship or traineeship.</td>
</tr>
<tr>
<td>SRTO</td>
<td>Supervising Registered Training Organisation</td>
</tr>
<tr>
<td>TRAINING CONTRACT</td>
<td>The contract between you, the school-based apprentice/trainee (or guardian if under 18 YEARS) and the employer.</td>
</tr>
<tr>
<td>TRAINING PLAN</td>
<td>A plan of the training which will be delivered by the SRTO and assessed in the workplace or “off-the-job”. The training plan is compiled by the SRTO in conjunction with the school where appropriate.</td>
</tr>
</tbody>
</table>
Guide to SATS

**What is a SAT?** A school-based apprenticeship or traineeship (a SAT) is the same as any other apprenticeship or traineeship except that you combine studying for the Queensland Certificate of Education (QCE) with paid part-time work and training. You can expect to get a lot of training, both on and off the job to help you develop the knowledge and skills for that job. You receive payment for the hours you work, but you are not paid for time spent in off-the-job training.

**How do I become a registered School-based apprentice or trainee?**

Your first step is to discuss the possibility with the HOD of Senior Schooling. If agreement is reached, you will be referred to the Industry Liaison Officer for a training contract to be drawn up with your employer and signed by you. The training contract is registered with DET and is a legally binding agreement, so make sure you understand and check the information before you sign it. Your parents or guardian will also sign the agreement if you are not yet 18. An induction program, which will be provided by the AAC or SRTO, will help you understand your obligations.

**What forms do I need to complete?**

Taking on a traineeship or apprenticeship involves a lot of paperwork. You will receive a copy of some of the forms, like the training contact. Other forms may be given to you only to sign and then to forward on. *Never sign anything if you are not sure what it says or means.*

If you need some assistance, ask to take the form home or to school before signing. Remember, your parents or guardian and our Industry Liaison Officer are there to help you with advice and support during your school-based traineeship or apprenticeship.

**Will a SAT affect my choice of subjects?**

To help you cope with the extra workload, you may wish to reduce the number of subjects you study at school. You will have to discuss this with the HOD of Senior Schooling. The outcomes achieved from the SAT, whether a completed qualification or a Statement of Attainment, will be recorded on your Queensland Certificate of Education (QCE).

If you take up a SAT, your week could include school classes, time working for an employer, and time with a trainer chosen by your employer. The Head of Senior Schooling in conjunction with your Year level Deputy Principal will assist in planning how this occurs.

**How do I complete my training?**

The things you need to learn, which make up the qualification, are written in the training plan. Most training for a qualification is organised into competencies, which are groupings of knowledge and skills. The training plan is written up by the trainer your employer selects – this trainer is known as the supervising registered training organisation (SRTO).

The plan may incorporate the knowledge or skills you already have through studying a VET subject or through a part-time casual job. You should receive a copy of the plan by the end of the probation period, along with a training record book that details each competency you are required to achieve and allows space for you to record your progress.
Will I complete my SAT while still at school?

Some students who commence a Certificate II traineeship in Year 11 will complete the qualification while still at school. Other students will not, and that’s okay. If you don’t complete your apprenticeship or traineeship at school, your employer is obliged to continue the apprenticeship or traineeship either part-time (15 hours a week or more) or full-time (around 38 hours a week) until you have completed all the training that leads to the qualification.

What happens if I decide the SAT is not for me?

When you start with the employer, the first one to three months will be a period of probation. The length of the probation depends on the level of the qualification. For an apprenticeship, the period of probation is 90 calendar days and for a traineeship, the period of probation is 30 calendar days. During this time, you and the employer have the chance to get to know each other and check out whether this is the job for you. If you don’t want to continue with the apprenticeship or traineeship during this time, you can discuss the situation with the employer and leave a week later.

After the probation time has finished, if either you or the employer do not want to continue with the apprenticeship or traineeship, you will both have to agree that it is okay for you to leave. If you and the employer can’t agree on this you will have to talk to people from DET to see if they can help you come to an agreement.

Who can help me if I am having trouble with my training?

DET is also responsible for ensuring you receive good training, the right wages and other entitlements, and for making sure that the workplace isn’t harmful to your health or safety. DET can also provide personal counselling and mediation should you have problems that may prevent you finishing the qualification. To contact DET you can call 1300 369 935. The Head of Senior Schooling can also help you cope with study, work and training.

So what will you get?

When all the qualification competencies are completed (as signed off in your training record book) and both the employer and the trainer believe you have the skills and knowledge to do the job as successfully as other people with the same qualification, anywhere in Australia, you will receive:

- A qualification from your trainer
- A statement of results detailing your achievement for each unit of competency undertaken in the qualification (also issued by the SRTO)
- A certificate of completion (issued by DET).

If you fail to receive any of these documents you should speak with both your employer and trainer (SRTO) to find out if they have sent the necessary paperwork notifying DET of your successful completion.
At AHSHS we recognise that senior schooling can be both rewarding and stressful. We are committed to ensuring that our students receive every possible assistance to enable them to be successful in achieving their goals. In order to assist students in maintaining priorities which will lead to success, we have placed guidelines around three critical issues:

- Attendance
- Assessment tasks
- Class Participation

Program Monitoring

The HOD Senior Schooling may choose to place a student on a monitoring card where concerns have been raised with regard to their progress and/or attendance.

The purpose of the monitoring program is to assist students to develop skills which may help them to achieve success in their post compulsory schooling. The student’s progress will be actively reviewed via a monitoring card completed by the subject teacher each lesson. Monitoring will occur over a specified period. If the student demonstrates responsibility in addressing the issue(s), the student moves off the monitoring card. If the situation is not addressed satisfactorily, further action will be considered. Action may include participation in the Wednesday afternoon compulsory study group. Other action (such as enrolment cancellation) may be considered if it is a repeated breach or if the breach is occurring in more than one class concurrently.

Extensions for Assignments

Students can apply for an extension through the subject HOD before the due date. The subject HOD will determine the length of extension based on the circumstances for the application.

Excursions/Representative Sport

Students are invited to take part in excursions & representative sport where they are able to demonstrate that:

- Equipment is brought to class as required
- Assignments are up to date
- Attendance is regular

Attendance

Class attendance is monitored each lesson. Parents are sent a text message if their student is not in class during form and the school has not been notified. Students who are listed as being at school but are not in class are detected through the ID Attend program print out at the end of each day. The Deputy Principal of each year level follows up with students missing from class.

It is expected that students will be attending all classes unless they have another scheduled school-based activity or are genuinely unwell. Students are to achieve a **95% attendance rate** unless they have additional health-related absences which have been explained by a medical certificate or other personal circumstance which has been discussed with the school administration. It is recommended that students experiencing long term health or personal issues meet with the school Guidance Officer to determine their eligibility for Special Provision.

Students in receipt of Youth Allowance are advised that absence beyond five (5) days in any term must be accounted for by a Doctor’s Certificate; otherwise these days will be treated as unauthorized and could incur financial penalties.
**Assessment Tasks** (Students will...)
- Hand in drafts & assignments by the due date.
- Attend exam/tests on the dates set.
- If absent from school due to illness, excursion, traineeship, structured work placement or attendance at TAFE, the student needs to email the assignment to the class teacher on the due date by 9.00am or hand in a hard copy before the due date.
- If a test/exam is on the date of an excursion, traineeship, structured work placement or TAFE day, the AHSHS exam policy must be followed, and the student must negotiate with the subject HOD to take the exam at another time. **This must be done prior to the test date.**

**Absent on the Due Date of Assessment**
If absent from school on the due date of assessment because of illness, the student is to provide a medical certificate which is to be given to the HOD Senior Schooling on the first day the student returns to school.

At all times students are encouraged to seek assistance from any of the support personnel within the school.

**EXAMS**

**Stage 1**
If a student fails to complete an exam and does not follow AHSHS Exam Policy by failing to supply a medical certificate for an absence from an exam:

1. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment.

2. The student will be referred to the subject HOD for consultation and identified to the HOD Senior Schooling through an entry on the Key to Success database.

3. A letter (Stage 1) will be sent to parents/guardian by the subject HOD, to highlight the issue and stress that failure to complete assessment may result in a loss of credit for that subject for that semester.

**Stage 2**
If a student fails to complete an exam and does not follow AHSHS procedure on a second occasion, across all subjects during a single school year:

1. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment.

2. The student will be referred, through an entry on the Key to Success database, to the HOD Senior Schooling for consultation and action.

3. The HOD Senior Schooling will evaluate the situation and make a recommendation to the Principal concerning a subject change, loss of credit for that subject in that semester or commencement of the cancellation of enrolment process.

4. A letter will be sent home to parents/guardians by the HOD Senior Schooling informing them of the recommendation.
ASSIGNMENTS

Stage 1

When a student fails to complete an assessment task by the due date and has not received an extension -

1. The rough draft will be marked or the student will have a lesson to complete the task in the next lesson that they are in class. This will be marked and the result recorded. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment if this is not possible.

2. The student will be referred to the subject HOD for consultation and identified to the HOD Senior Schooling through an entry on the Key to Success database.

3. A letter (Stage 1) will be sent to parents/guardian by the subject HOD, to highlight the issue and stress that failure to complete assessment may result in a loss of credit for that subject for that semester.

Stage 2

If a second assessment task has not been completed and handed to the subject teacher OR assignments have not been completed and handed in across a number of subjects -

1. The student will have a lesson to complete the task in the next lesson that they are in class, which will be marked and the result recorded. The result of ‘FS’ (Failure to Submit) will be recorded as the level of achievement for this piece of assessment if this is not possible.

2. The student will be referred to the HOD Senior Schooling, through an entry on the Key to Success database for consultation and action.

3. The HOD Senior Schooling will evaluate the situation and make a recommendation to the Principal concerning a subject change, loss of credit for that subject in that semester or commencement of the cancellation of enrolment process.

4. A letter will be sent home to parents / guardians by the HOD Senior Schooling informing them of the recommendation.

AHS HS Class Participation

All students are expected to:

· Participate in class activities
· Complete homework / drafts to a satisfactory standard
· Bring laptop and equipment to class to enable full participation

Parents will be advised via an email from the class teacher alerting them to participation issues in that class.

If the student does not show sufficient improvement, the teacher can make a referral to the subject HOD who may refer the student to the Administration for further action, which may include being added to a compulsory study group or in persistent cases may result in the commencement of the cancellation of enrolment process.

A letter will be sent home to parents / guardians by the HOD Senior Schooling informing them of the recommendation.
Cancellation of Enrolment Procedures

A student who repeatedly fails to comply with school attendance, participation and/or assessment requirements may face the two stage cancellation of enrolment process.

1 “Non-compliance” letter sent to parents and student. Meeting requested to discuss strategies to facilitate compliance.

2 “Cancellation “ notice issued to student, with copy to parents, if the student fails to respond or inadequately responds to strategies implemented from the Stage 1 meeting and/or there is continued non-compliance.
SENIOR SECONDARY ASSIGNMENT POLICY

Students are expected to back up work regularly either on the school network or on USB if working from home. Computer or printer malfunction will not generally count as sufficient reason for accepting a late assignment. If students are unable to obtain a hard copy of their assignment they must bring the saved version on USB to the teacher or be able to show where the assignment is saved on the student’s personal file within the school network.

NB. Practical assessment tasks not performed by or on the due date are subject to the same policy conditions. They will be completed at a time and in a manner determined by the Head of Department. NB. Requests for credit on assessment that is late due to circumstances not covered by this policy will be at the discretion of the Deputy Principal.
SENIOR SECONDARY EXAM POLICY

Student is absent on the day of an exam/presentation

Parent/Guardian should notify the school on the day of the absence and advise of the student’s absence and the exam/presentation that has been missed.

The student reports first day back to the subject Head of Department or Senior Schooling HOD with a medical certificate that covers all the days of absence. The HOD will determine whether a ‘catch up’ test or presentation will receive full credit.

OR

The student/parent notifies the school of the extraordinary circumstances of the absence and makes an appointment for a parent/guardian with a member of administration. This appointment should take place either prior to, or on the day of, the student’s return. A decision will be made whether a ‘catch up’ test/presentation will be given full credit.

The student will be referred to the subject Head of Department who will decide an appropriate course of action that may be to complete the exam/presentation at another time or complete an alternate piece of assessment.

Students who follow the procedure for missed exams/presentations will receive full credit for the exam or alternate assessment when completed.

A Key to Success entry will be made to advise parents if the procedure is not followed.
The following favourable factors should be present for effective homework and study:
(a) a clear understanding of the work set
(b) necessary materials on hand
(c) quiet and freedom from interruption
(d) interested support from parents
(e) an element of ‘success’ for the student.

Co-operation between parents and teachers is essential to effective home study.

**Homework should be purposeful.** Some of the major purposes of worthy homework are as follows:

- To stimulate voluntary effort, initiative, independence, responsibility and self-direction.
- To encourage a carry-over of worthwhile school activities into permanent leisure interests.
- To enrich the school experience through related home activities.
- To reinforce school learning by providing the necessary practice, integration and application.

Thus a teacher might set homework to:

(a) consolidate class learning;
(b) to reinforce work covered in class;
(c) to revise prior to examinations;
(d) for practice - practical application of skills learned in class;
(e) for purposes of research to extend students;
(f) research of assignments;
(g) preparation of assignments.

Some recommendations that teachers should consider when assigning homework are:

(a) clarity of instructions;
(b) development of study skills;
(c) provision of time for other activities;
(d) more time for guided study in school;
(e) more student initiative and freedom;
(f) more meaningful and useful study;
(g) individualised homework.

Homework is usually that work which is specifically set by the teacher. However, by secondary school, all students should be expected to develop independent study skills. Homework may be:

(a) Continuation of work done in class, e.g., finishing exercises, solving mathematical problems, etc.
(b) Learning ‘by rote’ some basic facts.
(c) Reading.
(d) Summarising.
(e) Practical application of work completed in class.
(f) Preparation for experiments or practicals to be held in the next lessons.
(g) Continuation of homework set for a week.
(h) General study.
(i) Revision.
(j) Working on assignments.

All students must keep an official school homework diary. This diary should be taken to all lessons. Teachers should check regularly to ensure that homework is being recorded. The following minimum times give a guide to what is expected of students:

- Year 10 10 hours / week or 2 hours per night.
- Year 11/12 12 hours / week or 2.5 hours per night.

If students finish homework before the suggested time, then the remainder of the time should be spent on effective study. Classroom teachers should develop efficient mechanisms for checking that students have completed homework. Appropriate measures should be taken with those students who have failed to complete homework tasks (eg detentions).
Monitoring of Homework:

To be effective, homework should be checked each lesson by:

(a) Simple show of books.
(b) Testing - short written test.
(c) Verbal Testing.
(d) Collection of books/papers of correction by teacher.
(e) Collection of Assignments.
(f) Random inspection of students' books.
(g) Student self-checking.

In the event of a student repeatedly failing to do set homework, the classroom teacher should send home the official school proforma, which advises parents of the situation. This letter is to be signed by the HOD.
ACADEMIC PATHWAY

Authority Subjects
ALEXANDRA HILLS STATE HIGH SCHOOL  
YEAR 10 Semester 2 2017/11 SUBJECT SELECTION 2018  
ACADEMIC PATHWAY  
This form is for information only and not to be handed in.  
Students will make their selection with parents online between May 1 and May 12

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
<th>COLUMN 4</th>
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</thead>
<tbody>
<tr>
<td>Students must select English.</td>
<td>Students must select one or more.</td>
<td>Students must select three or more. Selection may finish in this column.</td>
<td>Students may select one subject only from column 4, provided they have chosen a selection from each of columns 1, 2 &amp; 3.</td>
</tr>
</tbody>
</table>
| English | Maths A  
Maths B | Accounting  
Ancient History  
Business Management  
Business Communication and Technology  
Biology  
Chemistry  
Dance  
Drama  
Engineering Tech  
Film, Television & New Media  
Geography  
German  
Graphics  
Health Education | Home Economics  
Information Processing Technology  
Information Technology Systems  
Italian  
Japanese  
Legal Studies  
Maths C  
Modern History  
Music  
Physical Education  
Physics  
Science 21  
Technology Studies  
Visual Art  
Business – Cert III  
Early Childhood Education & Care – Cert III  
Fitness – Cert III |
ACCOUNTING

Course Outline

Studying accounting will enable students to participate more effectively in a changing business environment and equip students with skills in personal finance management.

The practical skills and attitudes gained in this course will prepare students for a variety of entry points to employment in both employee and employer roles, as well as preparing them for continuing study at tertiary level.

Some areas of study include:

- Introduction to Accounting
- Budgeting
- Electronic Business
- Accounting Package – MYOB
- Personal Finance
- Managerial Decision Making

Pre-Requisites

A minimum of “C” in Year 10 English and Maths is required. Note that this course is developmental in nature and does require a commitment to class work and homework.

Assessment

There will be a variety of assessment techniques included in the program. The criteria for assessment will be:

- Knowledge, Interpretation and Evaluation
- Routine Practical Procedures
- Challenging Practical Application

Career Possibilities

- Banking Industry
- Investing consultant
- Finance Consultants
- Finance Sector in all business types
- Clerical Position in all business types
- Administrative Position in all business types
- Business Owner
Ancient History is concerned with the understanding of beliefs, values, social structures and daily lives of people of ancient societies. It also provides a background in literature, art, philosophy, science, religion and politics.

The following topics will be undertaken, whilst studying this subject:

- **Archaeology** (famous archaeologists and discoveries; scientific techniques; and an experiential archaeological dig.)
- **Funerary Practices & Beliefs** (Ancient Egypt; Sumerians; Chinese)
- **Studies of Conflict in the Greek World** (The Trojan and Persian Wars)
- **Studies of Power in the Roman World** (military and political leaders)
- **Comparative studies of the everyday lives in the Ancient World** (e.g. Women, slaves, wealthy, leisure, entertainment)
- **Famous Personalities** (Hatshepsut; Cleopatra; Ramses II; Socrates; Pericles; Montezuma)
- **Europe in Transition** (breakdown of the Roman Empire; growth of early Christian church; development of medieval Europe)

Excursions will be seen as enrichment exercises and may include visits to the various Museum. The Antiquities Museum at the Queensland University, or any visiting display at the State Cultural Centre.

**Pre-Requisites**

A minimum requirement of a “C” in Year 10 History and a “C” in Year 10 English.

**Assessment**

For each semester there will be just two assessment items, except Semester 3, year 12. The items include:

a) Objective short answer / response to stimulus
b) One essay
c) One research assignment or oral presentation with a written paper

**Career Possibilities**

Journalist, Anthropologist, Sociologist, Theologian, Criminologist, Secondary Teacher, Librarian, Archivist, Archaeologist, Museum Curator, Historian, Diplomat, Playwright, Reporter/Journalist, Research Officer, Health-Care Planning, Psychologist, Events Manager, Social Worker, Travel Agent and Adviser, Tour Guide, Tour Planner, Bookseller, Art Critic.
The Biology course seeks to develop in students an understanding of their own structure and functioning. Being able to see themselves as part of the whole living world can lead to a more valid view of the human species and its place in nature as well as the effects human actions have on the functioning of the natural world.

Biology is a rapidly developing and changing science and, with more technical advances, new issues and ethical questions are raised. The course seeks to develop and diversify individual skills, attitudes and values and the abilities of working and communicating with others. Understanding biological concepts can help students make wise decisions about managing their own lives and the natural environment for the benefit of the whole “web of life”.

Practical and theoretical studies, which are student focused, are undertaken in the following topics:

- Introductory practical skills and cell biology
- Diversity and classification of organisms; microbiology
- Ecology and plant physiology (2 day camp of fieldwork)
- Mammalian physiology
- Coordination and control
- Genetics and evolution
- Biotechnology
- Disease

**Note:**

- Biology is a practical subject and mandatory fieldwork is required by the syllabus. **A two day camp will be held in Term 4 of Year 11, and the cost will need to be met by the student. Approximate cost is $100-$120.**

**Pre-Requisites**

- C+ for Year 10 Science
- C for Year 10 English

**Assessment**

Assessment will include Understanding and Investigating Biology with additional studies of the issues involved which may impact in the future e.g. genetic engineering. The following techniques will be used:

- Extended research tasks involving gathering and analysing other scientists’ data
- Extended experimental investigations involving students gathering and analysing their own data from student designed experiments
- Supervised tests including multiple-choice, short and extended response questions, and responses to stimulus materials

**Career Possibilities**

Biology is designed as a course for both tertiary bound and work bound students. A list of courses and career positions requiring this subject is included in the student’s Tertiary Course Handbook and/or the Job Guide or by accessing www.myfuture.edu.au
This course provides students with the opportunity to explore the wide range of options available to them in the area of business. Through the use of our three contexts (retail, events administration and travel) students are able to further develop their ANALYTICAL SKILLS while they learn about business administration.

Topics that will be covered in the course include:

- E-Commerce
- Financial Administration
- Events Management
- Managing People
- Organisational Skills
- Impact of Social Media
- Workplace Safety
- International Business
- Business Environments

Pre-Requisites

It is desirable that any student undertaking this course of study has achieved a minimum of “C” in Year 10 English. As this course concentrates on building students reasoning abilities, students will struggle if they are not passing English.

Assessment

Assessment will be continuous and will incorporate:

- Knowing and Understanding Business
- Investigating Business Issues
- Evaluating Business Decisions

Career Possibilities

Tertiary Possibilities include: Human Resource Management, Business Management, International Business, Bachelor of Education etc. TAFE and private colleges also offer Certificates 2, 3 and 4 in Business and Business Administration which could be a lead-on from this course. Employment applications would be looked on favourably by small businesses right through to large businesses who are seeking employees with an understanding of how businesses work.
BUSINESS MANAGEMENT

Course Outline

Studying Business management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business. In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals.

As you study Business Management, you will explore key concepts relating to:

- Management practices
- Marketing management
- Operations management
- Human resource management
- Finance management
- Business development

In Business Management, you will investigate case studies which may be based on local, national and global business contexts to identify the key issues that impact on businesses.

You will collect and organize business information which you can then analyse to look for trends, patterns or relationships. Simulating the role of a business manager, you will suggest management strategies and recommendations aimed at achieving business objectives.

Working in partnerships, small groups and teams on short and long-term projects, you will learn and develop communication and management strategies which are essential for business managers.

Pre-Requisites

It is desirable that any student undertaking this course of study has achieved a minimum of “C” in Year 10 English. As this course concentrates on building students reasoning abilities, students will struggle if they are not passing English.

Assessment

Various assessment items will be used to assess students who undertake this subject. Possible assessment items may include: Feasibility studies, extended responses, short responses, examinations, response to stimulus and multi-modal presentations.

Career Possibilities

Rewarding career paths are available in business management, human resource management, financial management, marketing, operations management and international business. Certificate III and IV in Business Administration, Certificate IV in Small Business Management and personal assistant, can all lead to jobs in both government and private enterprises.
Course Outline

Chemistry provides an understanding of the materials around us and why they behave as they do. Practical work in Chemistry assists in leading to the development of chemical concepts, theories and models which help students understand their observations. A knowledge of Chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Students will also appreciate the impact of chemical knowledge and technology on society.

The teaching and learning approach makes the links to real life situations explicit and practical and theoretical studies are undertaken in the following contexts:

- How do you measure up?
- Changes to the material world
- What is in the water?
- Fuels
- Household acids and bases
- Industrial Chemistry
- Carbon compounds and people
- Forensic Chemistry

All areas of study are referenced to everyday situations. In some circumstances it may be possible to allow students to view these for themselves. The cost of any excursions will need to be met by the student.

Pre-Requisites

- B- for Year 10 Science
- C+ for Year 10 English
- C+ for Year 10 Advanced Mathematics

Assessment

Student performance will be assessed using the following techniques:

- Extended experimental investigations where students answer a practical research question
- Supervised assessments such as written tests and responses to stimulus materials
- Extended response tasks which may include reports, assignments, orals or multimodal presentations

Career Possibilities

Chemistry is designed as a course for both tertiary bound and work bound students. A list of courses and career positions requiring this subject is included in the student's Tertiary Course Handbook and/or the Job Guide or by accessing www.myfuture.edu.au
DANCE

Course Outline

Dance fulfills various functions in society. The same dance may exist for more than one purpose yet all dances can be characterised functionally as ritualistic, social or artistic. In this syllabus, dance is considered to be art, although it is also desirable to have some understanding of the social and ritual functions of dance.

All genres of dance e.g. Ballet, Contemporary, Social, Popular, Ritual, Musical Theatre will be offered in the two years of study. Each unit is designed to take the student from the past to the present and into the future using a developmental approach. In addition, the current syllabus specifies a strong contemporary focus in year 12.

Topics studied include:

- **TAKING IT TO THE STREETS** - Learning building blocks of all genres of dance with focus on popular and commercial dance
- **NEW SENSATIONS** - Introduction to Contemporary Dance and its origins
- **FAKE YOUR WAY TO THE TOP** - Musical Theatre – Tap and jazz
- **YOU CAN SAY THAT AGAIN** - Contemporary Dance – Making a social, cultural or political statement
- **TO INFINITY AND BEYOND** - A Fusion of Genres and Technology where students choose an area of interest / specialty

At least one opportunity/YEAR to view live performance is given to students. Students are required to attend these opportunities to supplement course work. Cost of excursions, incursions or workshops is to be met by the student. It is estimated the cost of these experiences will not exceed $50.00 for each YEAR of the course.

Pre-Requisites

Minimum requirement of "C" in Year 10 English.

Note: It is preferable, although not compulsory, for students to have successfully completed Dance in YEAR 10. Students wishing to select Senior Dance, who have not studied Junior Dance, should consult with the Head of Department, Performing Arts. **It is not necessary for students to study Dance privately (studio) to take this Subject.**

Assessment

A range of assessment styles and contexts is provided in the three organizers of the course:

- **Appreciation** - oral presentations on written analytical expositions
- **Performing** - student or teacher devised, and guest artist work
- **Choreography** - using various stimulus and for different contexts and audiences

All summative assessment will occur in Year 12 with 2 tasks from each organizer being required for verification.

Career Possibilities

Dancer, Arts Administrator, Early Childhood Teacher, Entertainer, Film Clip Industry, Costume Designer, Stunt Performer, Physiotherapist (Sports Medicine), Secondary/primary Teacher, Lecturer, TAFE Tutor, Freelance Community Dancer, Events coordinator, Company/Studio Teacher, Choreographer, Creative Industries Courses.
DRAMA

Course Outline

Over the two year course students develop dramatic skills for stage. Students explore and express social, cultural, historical and political issues to produce performances for contemporary audiences. Performance skills are learned through practical experiences that include improvisation, analysis of live performances, text analysis, voice control, script writing, collaboration with peers and workshops offered by current practitioners.

Topics studied include:

- Realism
- Physical Theatre
- Shakespearean and Greek Tragedy
- Comedy – commedia del Arte
- Epic Theatre
- Absurdism
- Theatre of Menace
- One-person show

Students are required to participate in at least one evening excursion per year to view live theatre on which a critical analysis task will be based. Further costs may be incurred through in-school workshops.

At least one opportunity per year to view live performance is given to students. Students are required to attend these opportunities to supplement course work. Cost of excursions, incursions or workshops or Artists-In –Residence Programs is to be met by the student. It is estimated the cost of these experiences will not exceed $80.00 for each year of the course.

Pre-Requisites

Minimum requirement of "C" in Year 10 English.

Note: It is preferable, although not compulsory, for students to have successfully completed Drama in the Junior Curriculum. Students wishing to select Senior Drama, who have not studied Junior Drama, should consult with the Head of Department, Performing Arts. It is not necessary for students to study Drama privately to take this Subject.

Assessment

Each assessment task will focus on one of the general objectives: Forming, Presenting, and Responding. All three assessable objectives must receive your full attention as they are equally weighted and your Exit Level will be determined by your success in all three. Students who enroll in Drama can expect an average of one written/theory assessment and one practical task per term with a maximum of three assessment tasks per term. Assessment is a mixture of individual and group tasks. Senior Drama is an academic subject and does contribute to your Overall Position. This is an OP subject.

Career Possibilities

Students who study Drama may seek employment in the areas of: acting, directing, writing, stage management, design work, community art facilitation, theatre critic, street entertainer, theatre administrator, festival coordinator, arts therapist, publicist, policy adviser and much more! However, drama also provides students with communication, interpersonal, problem solving and higher-order thinking skills that are useful to all life paths. In fact, these skills were outlined in a number of key documents including the Carmichael and Mayer reports as being the key qualities sought for by employers!
Course Outline

Engineering Technology designed for students who have an interest in the practical application of Science, Mathematics and Technology. This course is designed to assist students to understand the concepts and principles of engineering in its broadest sense.

The course draws upon the fundamental principles of science, mathematics and technology, reinforcing conceptual ideas through practical workshop and laboratory activities.

The course is structures around the four interrelated areas of study:

- Technology, Industry and Society
- Engineering Materials – the nature, property and structure of various materials
- Engineering Mechanics
- Control Systems

Pre- Requisites

Minimum requirement of "B-" in Year 10 Science
Minimum requirement of "C+" in Year 10 English
Minimum requirement of “C+” in Year 10 Advanced Mathematics

NOTE: It is highly recommended that students also study Mathematics B.

Assessment

Assessment will include an understanding of:

- Knowledge and applications
- Investigative and analytical processes
- Evaluation and technical communication

The following techniques will be used:

- Supervised written assessments (Exams)
- Technical engineering reports
- Extended responses

Career Possibilities

Engineering Technology provides students an opportunity to pursue a wide variety of professional career pathways especially those that involve scientific research and problem-solving skills.
ENGLISH

Course Outline

English in YEAR 11 asks some BIG questions. In our multi-media age, how much power can language have on people and on society? What choices do writers exercise when they put pen to paper? What effect do those choices have on readers? Do we have a choice how we read the texts around us? Students of English learn to challenge a wide range of texts – from the media to literature to all sorts of popular culture texts. They learn to respect the power of language and gain the skills to use it effectively.

Topics studied during YEAR 11 and 12 are:

- Identities
- What lies beneath
- Power and Passion
- The Power of Words

Pre-Requisites

It is desirable that any student undertaking this course of study has achieved a minimum of “C+” in Year 10 English. Though this is a minimum requirement, a higher pass is desirable if students are to successfully manage the course.

Assessment

In each senior Year, students of English complete a variety of spoken and written tasks, two spoken and four written. These tasks are in a range of genre (styles) and under a range of conditions (some assignments, some exams, with and without notice). Results in Year 11 are formative, a learning process to prepare for Year 12. Results in Year 12 are used to decide on Exit Achievement at the end of Year 12.

Please note that in the event of a student changing from Senior English to English Communication they will be required to complete any outstanding assessment items.

Career Possibilities

A Sound Achievement in English is an entry requirement for a wide range of tertiary courses and for some TAFE courses. Students who show a particular aptitude for English may pursue a variety of career options, including:

- Journalism
- Teaching
- Office Administration
- The Mass Media
- Advertising
- Law
- Public Relations
- The Theatre
- Management
Course Outline

For most of us, film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The “information” and “creative” industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure. Investigating “new” media is more than just investigating changes in technology and the ways it is used — it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the “new” ways in which local and global communities interact with and through the media as well as “new” issues associated with access, ownership, control and regulation.

Film, Television and New Media aims to provide students with the opportunity to learn about, and get hands on experience in, film and television design, production and critique. The course provides students with a solid grounding in the fundamentals of media production and communication in general, and prepares them for future involvement in several areas of tertiary study.

The four semester units of study throughout the two YEAR course are based on a developmental understanding of five core concepts and the relationships between them. Meaning in film and television texts is created through:

- the technologies that enable their production and communication,
- the representations of reality that emerge from mainstream or alternative modes of production,
- the audiences that engage in the communication process,
- the institutions that influence their production, and
- the languages that enable texts to be communicated.

Note: Extra costs may be incurred for additional resource materials including USB memory stick, DVD-R media and DV video tapes.

- Students will attend at least one excursion per YEAR in order to further their understanding of the subject through their exposure to professional media workers and media products.

Pre-Requisites

A minimum requirement of “C” in Year 10 English.

Assessment

Criteria for assessment are across three General Areas:

- DESIGN
- PRODUCTION
- CRITIQUE.

The actual assessment items will vary between the units and provide a balance each semester of one third theory (critique) and two thirds practical (production). Students’ achievement across the objectives will be assessed through a variety of Assessment Techniques.

Career Possibilities

Due to the overwhelming influence of the media in our society, the visual literacy skills and production processes developed in Film, Television and New Media are easily transferable to many areas of work and personal life. Australia’s emergence as a world leader in domestic and international film and media productions, promises that our future in this industry is prosperous and prolific. These are a wide variety of careers to which these skills and processes will directly relate: Electronic and print media industries, Entertainment and Recreation, Art and Design, Publishing and Journalism, Tourism, Advertising and Marketing.
GEOGRAPHY
Course Outline

MANAGING THE NATURAL ENVIRONMENT
Students study the natural environment of the Earth. **Responding to Natural Hazards** focuses on the destructive power of the environment and what can be done to mitigate these traumatic events. **Managing Catchments** studies the all-important water cycle of the earth with a focus on the creek system of the Redlands.

PEOPLE AND DEVELOPMENT
Students investigate the inequalities that are seen around the world. **Feeding the World’s People** asks why are some areas of the world in famine whilst others produce food surpluses. **Exploring the Geography of Disease** focuses on the epidemics that sweep our world and what can be done to stop them.

RESOURCES AND THE ENVIRONMENT
A unit that covers the most important topics of the current environment movement. **Living with Climate Change** investigates the reasons behind our changing climate and explores the effects for everyone in Australia. **Sustaining Biodiversity** looks at the myriad life on Earth and the importance of keeping as much alive as we can.

SOCIAL ENVIRONMENTS
A study of the built environment and how it fits into the natural environment of the Earth. **Sustaining Communities** looks at the differences between rural and urban communities and investigates the sustainability of Australia’s rural areas. **Connecting People and Places** focuses on the problems of transport in large cities and the solutions instigated around the world.

Pre-Requisites
A minimum requirement of a "C" in YEAR 10 History and a "C" in YEAR 10 English. Junior Geography is NOT essential. Students should have at least a sound level of achievement in Junior English.

Assessment
For each semester, there will be a maximum of two to three assessment items. These will consist of a combination of three of the following: short objective test, a field report, a practical skills test, oral presentation or Stimulus Response essay.

Excursions
Geography is a practical subject requiring fieldwork to be completed at least four times over two YEARS. This is the minimum requirement to meet the QCAA’s outlines. Fieldwork as such would be a formal, compulsory activity. All effort will be made to introduce field skills during 'double-lessons', using the local surroundings.

Career Possibilities
The study of Geography provides useful information, knowledge and skills that are relevant in a wide variety of everyday occupations. There are many vocations in which Geography provides a special knowledge e.g. Town Planning, Forestry, Teaching, Meteorology, Government, Landscape Design, Cartography, Civil Aviation, Aerial Photography and Environmental Management. Other specific areas for employment include: Tourism Industry, Resource and Environmental management, Wildlife protection authorities, Geographical Information Systems (lit area), Water management, Oceanography, Demographic and Marine Studies.
Course Outline

Language is communication and, therefore, the emphasis is on being able to communicate in a variety of real-life, everyday situations. The content is an extension of that covered in YEARs 9 and 10. Topics are expanded and studied in further depth, in both YEAR 11 and YEAR 12. There are four major themes, which cover our daily lives.

- Family & Community
- Leisure, Recreation & Human Activity
- School & Post-School Options
- Social Issues

These themes are then divided into topics to reflect communication in two (2) major contexts:

- The Australian context in which students can discuss aspects of Australian life and their own experiences, opinions and aspirations to someone who is German speaking
- The overseas context where students can participate in the everyday life of the German culture, as well as communicate with German speakers in other countries.

To support students in their language learning, the Languages Department has developed an online interactive learning environment through Moodle which students can access at all times. Supervised Internet access enables students to discover the latest German cultural information and to establish world communication links.

Students will have the opportunity to visit a German restaurant, participate in a fortnightly German conversation group, participate in Language Immersion Days or host an Exchange student or a student from our sister school in Germany. Our school has established strong links with this school and students will have the opportunity to spend some weeks in Germany. This incorporates extensive travel throughout Germany, Switzerland and Austria, as well as a stay with a host family to practice language and enjoy the experience of living in Germany.

Pre-Requisites

Minimum requirement of a “C” in Year 10 German.

Assessment

Students will be assessed in the four skills of listening, speaking, reading and writing. All assessment is based on authentic situations.

Career Possibilities

German provides many opportunities for employment (in Australia and overseas). Some of the fields include: Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, the Armed Services, Medical Services, Public Service, the Diplomatic Service and the Police Force.

Bonus Rank Scheme

To support Australia-wide initiatives to encourage students to study languages, Universities will offer two (2) bonus QTAC ranks for study of a language. This scheme offers students a chance to improve their rank to gain entry to their preferred program at University. The scheme is designed to reward achievement, encourage skills that are highly valued by employers around the world and add to students’ competitive edge.
Senior Graphics is a two Year course that develops skills in interpreting, generating and creating graphical communication. Students experience a journey from planning to production in simulated global contexts.

The aim of this course is to engage students into making judgments and justifying decisions to achieve clear communication and compliance with standards and conventions that make graphics an international language.

Students produce graphical representations in two-dimensional and three-dimensional formats, including three-dimensional modeling using a variety of Computer Aided Design (CAD) technologies within the following areas of Graphics:

- Industrial Design
- Built Environment Design
- Graphic Design

The delivery of this course provides realistic experiences and prepares students for the use, interpretation, and generation of graphical representations in a variety of industry settings.

Pre-Requisites

Minimum requirement of “C” or better in Year 10 English and Mathematics

It is strongly recommended that students intending to pursue this course have successfully completed YEAR 9 and 10 Graphics, as well as having a desire to succeed and a good work ethic.

Assessment

Each Year, the assessment load consists of three Contextual Unit Folios and an examination.

Career Pathways

Senior Graphics is desirable for students pursuing a tertiary pathway in Engineering, Architecture or Graphic Design or a similar vocational pathway.
Course Outline

Health Education recognises and addresses the health realities of and health-related decisions associated with living in contemporary Australian society. The course aims to develop socially aware individuals capable of promoting health for themselves, their families and the wider community through processes of taking care, getting care and giving care.

Health is linked to personal behaviour and to social, biological and physical environments. The responsibility of individuals and the community to create and maintain environments conducive to health is examined. Personal and community skills in health promotion and prevention are developed.

Five sequential units are studied in the following order:

- Semester 1
  - Unit A: Personal Health
  - Unit B: Peer Health

- Semester 2
  - Unit C: Family Health

- Semester 3
  - Unit D: Community Health

- Semester 4
  - Unit E: Health of Specific Populations

Inquiry processes are used to address relevant health issues.

An excursion to the Redlands Hospital Dialysis Unit, relating to organ donation, has been introduced into the subject for community health. Costs are kept to a minimum.

Pre-Requisites

It is desirable that any student undertaking this course of study has achieved a minimum of "C" in Year 10 English and "C" in Year 10 Health Education. Students who encounter difficulties in English would find this subject difficult as there is heavy emphasis on comprehension and analysis of a range of sources (books, journals, reports, brochures, legislation, speeches) as well as composition.

Assessment

Formative and Summative assessment of student performance will be gathered using the following techniques:

a) Essays (e.g. on specific health issues)
b) Research tasks (assignments/reports)
c) Non-written presentations (e.g. seminars, action research projects requiring a promotional campaign)
d) Responses to stimulus materials (e.g. case studies, health statistics, newspaper articles, legislative acts/ regulations, and brochures).

Career Possibilities

Health professions: Nursing, Medicine, Physiotherapy, Occupational Therapy, Psychology, Dietetics, Social Work, Environmental Health, Community Health, Health/Physical Education/Home Economics Teaching, Ambulance Officer, First Aid Instruction, Fitness Leaders. Health Promotion.
HOME ECONOMICS

Course Outline

In this subject, students explore the two main areas of study in Home Economics – nutrition and food preparation (major focus) and textile studies (minor focus). Students will investigate current issues related to nutrition and will develop practical skills through weekly cooking. Textile studies will allow students to develop textile embellishment skills by producing a textile item and a folio of work.

Units studied during this course include:

- **We are What We Eat** – This unit will focus on how to have a healthy diet. And will investigate the influences upon food decisions in modern Australia. Students will undertake a design challenge to select suitable food products for the school tuckshop. A range of food products and meals will be produced.

- **Living Green** – This unit will focus on the well-being of individuals and families in terms of housing choices, relationships and current food issues. Principles and methods of cooking a range of main meals and desserts will be explored.

- **Sustainability Fashion and Textiles** – The unit will focus upon the development of understandings and skills in relation to textiles, design, production and fashion. The impact of marketing practices, sustainability, cultural influences, social and emotional issues, consumerism and media have on textiles and fashion decisions will be explored. Experimentation and skill development with fibres, fabrics, embellishments, construction and design will be incorporated throughout the unit.

- **Eating for Today** – This unit will examine issues related to the health and nutrition of young people and their families. Contemporary Australian cuisine, the influence of other cultures, food marketing, manufacturing and food choices will be reviewed and incorporated into cooking lessons. Significant changes in diet, health and lifestyle over recent decades will be analysed.

Pre-Requisites

Minimum requirement of a “C” in Year 10 English.

Assessment

For each semester there will be three (3) assessment items: a written test, research assignment and practical assessment.

Career Possibilities

Fashion Designer, Food Technologist, Dietitian, Nurse, Primary or Secondary Teacher, Chef, Dressmaker, Child Care Assistant, Tailor, Psychologist, Social Worker, Health Promotion.
Course Outline

Information Processing & Technology is a programming course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information and intelligent systems, software and system engineering, human–computer interaction, and the social and ethical issues associated with the use of information technology. Languages Studied include VB, PHP, SQ1, JAVA and HTML.

Students will examine information processing problems and their solutions using computer technology. The emphasis in IPT is on software development, using programs such as Visual Basic, rather than the use of application packages e.g., Microsoft Office. Students wishing to study software packages should consider choosing Information and Communications Technology (ITS).

Pre-Requisites

IPT is a complex intellectual discipline requiring students to have strong problem solving and communication skills. It is recommended that students wishing to undertake this course of study should have, at least, a sound achievement in both Core Maths and Core English in Year 10.

Assessment

Student performance will be assessed using the following techniques:

a) Creating programs
b) Writing tasks
c) Formal tests
d) Practical exercises
e) Projects
f) Oral presentations

Career Possibilities

Course Outline

Information Technology Systems is a course of study that focuses on the knowledge, skills, processes and understandings of the systems that support Information Technology. These Information Technology systems include those that support the development of information (documents or websites), and those that support technology (computers or networks).

Information Technology Systems subject matter is organised into five threads:
- The problem-solving process
- Project and team management
- Theory and techniques
- Client relationships
- Social and ethical issues:

Areas of study can include
- Computer support
- Game design and development
- Multimedia
- Networking
- Office applications software
- Web design and development

Pre-Requisites

In order to undertake ITS in Year 11, students will require a sound achievement in English and Core Maths.

Assessment

While assessment in ITS will take a variety of forms, including assignments, exams and folios of work, the project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:

- retrieving information from databases
- designing, implementing, testing, evaluating and writing documentation for information systems and other computer programs
- participating in class discussions, role-plays, dilemmas and scenarios
- installing and maintaining a variety of software applications and operating systems
- designing, developing and evaluating software or hardware to meet client requirements
- generating helpdesk materials
- developing web sites
- designing, developing and evaluating games and other multimedia products
- undertaking case studies to solve real IT problems.

Career Possibilities

Computer Programmer, Systems Analyst, Computer Scientist, Database Administrator, Data Processing Auditor, Software Engineer, Teacher, Computer/Information Processing Manager, Computer Services, Computer Operator, Engineering Technologist
Course Outline

Language is communication, therefore the emphasis of Senior Italian is on being able to communicate in a variety of real-life, practical everyday situations. By the end of YEAR 12, learners will be able to communicate in standard Italian in the four macro skills: listening, speaking, reading and writing. Italian will be studied through a variety of learning strategies including the use of the communicative approach and language activities using authentic written materials such as texts, novels, magazines, newspapers, cartoons and music lyrics and using a variety of language learning technologies such as the internet, interactive computer programs, Italian TV programs and films. To support students in their language learning, the Languages Department has developed an online interactive learning environment through Moodle which students can access at all times.

The topics studied over the two-year course include the following:

- Family Life
- School Life
- Customs and Appropriate Behaviour
- Geography of Italy: Regions and Cities
- Environment
- Employment
- Immigration
- History of Italy and Australia
- Italian and Australian Government
- City Life
- Holidays/Accommodation
- Travel and Services
- Hiring a Car/Insurance
- Celebrations
- Future Plans
- Cinema
- Recreation
- Mass Media
- Current Affairs

Students are invited to participate in the annual ACER language exams. All students are encouraged to attend evening and day excursions to Italian restaurants, Italian film festivals, Italian national festivals, Italian Opera and Drama performances and Italian Immersion days. These extra-curricular activities are organised so students can put into practice their language skills and expand their cultural experiences. Additionally, there is the opportunity for Italian students to participate in a Cultural and Language trip or student exchange to Italy every few years, with either the Fri.Li.Sa Italian network of schools, the Swill Italian exchange program or with the school’s Italian Trip. These valuable experiences enable students to put their language skills into practice and experience the Italian way of life by attending school and living in an Italian family.

Pre-Requisites

Minimum requirement of a “C” in Year 10 Italian.

Assessment

All skills have equal importance and by the end of the course there will be a balance across the skills, which will be reflected in the assessment tasks. At exit from the course of study, judgment is made on student performance in each macroskill. The student’s profile is considered and the fullest and latest performances are matched to minimum standards for macroskills at exit as per syllabus.

Career Possibilities

The skill of communicating in a second language will enhance any student’s opportunity to obtain employment. Italian being the second most spoken language in Australia gives significant advantage to Italian language speakers to gain employment in the fields of Education, Engineering, Hospitality, Tourism, Commerce, International Business, Banking, the Armed Services, Foreign Affairs and the Police Force, as well as many others.

Bonus Rank Scheme

To support Australia-wide initiatives to encourage students to study languages, Universities will offer two (2) bonus QTAC ranks for study of a language. This scheme offers students a chance to improve their rank to gain entry to their preferred program at University. The scheme is designed to reward achievement, encourage skills that are highly valued by employers in Australia and around the world and add to students’ competitive edge.
Course Outline

Language is communication and, therefore, the emphasis of Senior Japanese is on being able to communicate in a variety of real-life, everyday situations. The course is designed to be studied over four semesters and offers advanced studies in Japanese language and culture, emphasising practical language situations. A wide range of communicative topics are studied within the four major themes: family and community; leisure, recreation and human activity; school and post school options; and social issues.

Within each theme, students must complete all units of work:

- Family and Community
- Leisure, Recreation and Human Activity
- School and Post-School Options
- Social Issues

Students will be given the opportunity not only to visit Japan, but also visit Japanese restaurants and participate in a variety of cultural activities which are both school-based and external. Through its international program, our school has established strong links with a number of schools in Japan, and students will be invited to learn from and interact with Japanese students from a number of exchange trips.

Pre-Requisites

Minimum requirement of a ‘C’ in Year 10 Japanese.

Assessment

Students will be assessed in the four skills of listening, speaking, reading and writing. All assessment is based on authentic situations.

Career Possibilities

As one of our close Asian neighbors, having mastery of Japanese is a significant advantage. Some opportunities for employment include: Education, Hospitality, Tourism, Commerce, Industry, Foreign Affairs, Banking and International Business.

Bonus Rank Scheme

To support the Australia-wide initiatives to encourage students to study languages, universities will offer two (2) bonus QTAC ranks for the study of a language. This scheme offers students a chance to improve their rank to gain entry to their preferred program at university. The scheme is designed to reward achievement, encourage skills that are highly valued by employers around the world and to add to students’ competitive edge.
Course Outline

Senior Language Studies are offered to students who either –

- Speak the language in their homes with their families
- Have studied the language in Junior School
- Have a passion and strong interest in wanting to learn the language and are concurrently studying or have successfully studied another language.

All languages comprise the 4 areas of skill and knowledge development – speaking, listening, reading and writing. All external languages are managed in the school by the Deputy Principal who liaises with the individual teachers/schools for the provision of well-organized study materials and CDs for students to listen and respond to. Alexandra Hills SHS provides students with 3 X 70 minute double lessons in their timetables for the study of their external language. Students are expected to bring their study materials to school on the designated days and a new Language Room is available for their use, equipped with a CD player, computers and a telephone. Any concerns, queries or needs students may have are looked after by the Deputy Principal.

French and Japanese students must contact their language teachers each week/fortnight by telephone and regular email contact is encouraged between student and teacher. Chinese and Indonesian teachers email lessons for their students to the Deputy Principal and they visit the school once each term to complete oral assessments face to face. Vietnamese study materials are also emailed for students’ use, students must attend the Vietnamese School for oral assessments to be completed. Spanish students must attend Spanish School in Yeronga on Tuesday evenings and will only be enrolled if they have Spanish nationality. Greek and Russian are usually studied on a Saturday through their churches and Polish is studied through the Polish Association.

Assessment

Completed units of work for all languages other than the latter three, which are managed by their teachers and schools, are given by students to the Deputy Principal for submission to the individual teachers for marking and return to the student. Examinations are supervised by the Deputy Principal and when completed, they are faxed and then posted to the teacher for marking and reporting. All end of semester results are included in student reports by the Deputy Principal for parents and students.

Requirements

Students are required to purchase designated text books and any other materials required to complete their set course.

Bonus Rank Scheme

To support Australia-wide initiatives to encourage students to study languages, Universities will offer two (2) bonus QTAC ranks for study of a language. This scheme offers students a chance to improve their rank to gain entry to their preferred program at University. The scheme is designed to reward achievement, encourage skills that are highly valued by employers around the world and add to students’ competitive edge.
LEGAL STUDIES

Course Outline

This subject helps students to develop an understanding of our legal system and how it affects basic rights, obligations and responsibilities. The course enables students to learn through investigation of legal issues. Students will develop higher order thinking skills including, analyzing, evaluating and justifying and will learn using case studies and scenarios.

The areas of study may include:

- Our legal system
- Criminal law
- Introduction to civil obligations
- Human rights
- Family and the law
- Indigenous Australians and the law
- Environment and the Law
- International law

Students of Legal Studies will examine legal situations from local, national and global contexts. Knowledge and understanding of legal concepts will be applied to situations in order to examine legal issues from different perspectives. The aim of the subject is to help students explore how to become an active and informed citizen.

Pre-Requisites

It is desirable that any student undertaking this course of study has achieved a minimum of “C” in Year 10 English. As this course concentrates on building students reasoning abilities, students will find the course difficult if they are not passing English.

Assessment

Various assessment items will be used to assess students who undertake this subject. Assessment items may include: assignments, case studies, non-written presentations and written examinations. Students will be assessed according to three criteria: Knowledge, Investigating Legal Issues and Responding to the Law.

Career Possibilities

This subject can lead to the following rewarding career paths such as being a Barrister, Solicitor, Clerk of the Court, Court Reporter, Community Correctional Officer, Legal Secretary, Teacher, Business Owner, Accountant or Police Officer.
Course Outline

The emphasis in this course is on life related mathematics.

Seven key competencies are developed:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others in teams
- Using mathematical techniques
- Solving problems
- Using technology

Core strands covered are:
Mathematics A includes the study of such topics as Financial Mathematics, Applied Geometry, Linking 2 and 3 Dimensions, Data Collection, Exploring, Understanding and Presentation.

These are used to develop:

- Knowledge and skills of computation, estimation and measurement
- Simple algebraic manipulation
- A capacity to interpret and analyse information presented in a variety of forms
- The ability to make judgments based on evidence and reasoning
- A capacity to justify and communicate results in a variety of forms

The elective strands to be covered include Networks and Queuing, Maps and Compasses.

Students must have a scientific calculator (the one used in Year 10 will suffice).

Pre-Requisites

- Minimum requirement of “C” in Year 10 Pre-Maths A
- Students should expect to achieve success in this subject if they have not struggled with Year 10 Pre-Maths A.
- Those students who were enrolled in a Year 10 Numeracy Support class, or who failed Year 10 Pre-Maths A should choose Prevocational Maths instead.
- If you are unsure, see the Head of Mathematics for advice.

Assessment

Those studying Mathematics A, will complete the following assessment instruments each semester:

- Mid Semester Exams (2 x 65 minutes)
- Assignment/Investigation (3 weeks)
- End Semester Exams (1 x 2 hours)

Career Possibilities

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Architecture, business and nursing.
- Administrative and managerial employment in a wide range of industries
- Tourism and hospitality
- Tool-making, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
MATHEMATICS B

Course Outline
The emphasis in this course is on higher order mathematical thinking in both purely mathematical and life related contexts, and especially provides a basis for a wide range of further studies at University level.

Topics study includes:

- Finance, Geometry and Statistics - all at greater depth than Maths A.
- Functions - mathematical relationships which can be analysed in graphical form.
- Calculus - the study of the rate of change of functions and life related applications.

Core strands studied are:

Mathematics B includes the study such topics as mathematical functions and their applications, differential and integral calculus and applied statistical analysis. These are used to develop:

- Knowledge and skills in advanced computation and algebraic methods and procedures
- Mathematical modeling and problem-solving strategies and skills
- The capacity to justify mathematical arguments and make decisions
- The capacity to communicate mathematics in a variety of forms.

Students are required to have a Scientific Calculator and utilize the Graphics calculator (Casio) emulator available from the Maths Department for use on their laptop.

Pre-Requisites
Minimum requirement of C+ in Year 10 Pre-Maths B (Advanced Mathematics)

Note:
It is assumed that students are competent in algebra and algebraic manipulation.
- Students not achieving C+ in Pre-Maths B should choose Mathematics A.

If you are unsure, see the Head of Mathematics for advice.

Assessment
Typical assessment students could expect to complete each Semester are:

- Mid Semester Exams (2 × 65 minutes)
- Assignment/Investigation (3 weeks)
- End Semester Exams (1 × 2 hours)

Career Possibilities
Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Natural and physical sciences, especially physics and chemistry
- Medical and health sciences
- Engineering sciences, including avionics, chemical, civil and mining
- Information technology and computer science
- Mathematical applications in climatology, business and tourism, economics, statistics and pure Maths
Students MUST also study Mathematics B. Students choosing Physics should consider studying Mathematics C in conjunction with it.

Course Outline

The emphasis in this course is on extending students’ mathematical knowledge and competence through aspects such as analysis, proof and justification, rigor, mathematical modeling and problem solving. The course provides a very strong basis for a wide range of mathematical studies at University level.

Core strands covered are:
Mathematics C includes the study of such topics as groups, Real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics, and advanced periodic and exponential functions. These are used to develop:

- Knowledge and skills of computation, and algebraic methods and procedures
- Mathematical modeling and problem-solving strategies and skills
- The capacity to justify mathematical arguments and make decisions
- The capacity to communicate about mathematics in a variety of forms.

Students are required to have a Scientific Calculator and utilize the Graphics calculator (Casio) emulator available from the Maths Department for use on their laptop.

Pre-Requisites

It is assumed that students are competent in algebra and algebraic manipulation.

- Minimum requirement of a C+ in Year 10 Pre-Maths B (Advanced Mathematics).

If you are unsure, see the Head of Mathematics for advice.

Assessment

Typical assessment students could expect to complete each Semester are:

- Mid Semester Exams (2 x 65 minutes)
- Assignment/Investigation (3 weeks)
- End Semester Exams (1 x 2 hours)

Career Possibilities

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B (in particular in the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning. Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Natural and physical sciences, especially physics and chemistry
- Medical and health sciences
- Engineering sciences, including avionics, chemical, civil and mining
- Information technology and computer science, including electronic and software
- Mathematical applications in energy and resources, climatology, industry, business and tourism.
Course Outline

This subject will provide students with a better understanding of the great changes and issues of modern times. Values and ideas that inspired such changes will be critically discussed. Studies of Modern History can assist students to make some sense of the world of which they are citizens.

Students who choose to study this subject will learn about the following topics:

- **IDEAS & BELIEFS OF THE 19TH & 20TH CENTURY** (What is Modern History? Where modern history begins – Revolution and change in Asia – the emergence of communist China. - The Arab-Israeli Conflict (to present))

- **STUDIES IN CONFLICT** (Armed conflicts: World Wars, Cold War Conflict, Vietnam. The Role of the United Nations in Modern Conflict, eg Bosnia, East Timor and Iraq)

- **STUDIES OF POWER** (American civil right movement, abuse of power by countries, case studies of powerful people in history, eg Martin Luther King, Malcom X and own electives.)

- **STUDIES OF CHANGE** (impact of social change on lifestyles, values and ethics, changing attitudes on indigenous and racial issues and changes in religious views, sexuality and gender.)

In this course, some time each fortnight is devoted to forum discussions of current world events. This informal strategy does much to demonstrate the connectedness of the past to the present.

Pre-Requisites

Minimum requirement of a “C” in Year 10 History and a “C” in Year 10 English.

Assessment

For each year there will be five assessment items in both Year 11 and Year 12. These will be selected from:

a) Essay test  
b) Objective, short answer test  
c) Written research assignment  
d) Response to stimulus material e.g. documents interpretation

Career Possibilities

Some career suggestions include: - Journalist, Anthropologist, Sociologist, Theologian, Criminologist, History Teacher, Librarian, Archivist, Archaeologist, Museum Curator, Historian, Diplomat, Playwright, Reporter/Journalist, Research Officer, Health-care planning, Psychologist, Events Manager, Social Worker, Solicitor, Travel Agent, Tour Operator.
MUSIC
Course Outline
The Senior Music Course aims to develop the musical skills, processes and attitudes of students in the following areas:

(1) Analysing Repertoire  (2) Composing  (3) Performing

It is envisaged students will develop a life-long interest/involvement in music, either as a career or leisure interest, through this course of study.

Listening involves auditory perception, discrimination, memory, analysis and notation through the study of musical history, styles and genres. Composing involves the development of notation and writing skills, the development and extension of imagination and creativity through writing or arranging music, in a variety of styles and genres. Performing encompasses a variety of practical activities with emphasis on performance including instrumental and vocal performance, improvising and conducting. Throughout the course students will be required to perform individually and in small and large groups.

Students who choose Music will study the following topics:

- Music on the stage
- The Innovators
- Music and …
- Iconic Australian Artists
- The Modern Orchestra
- Music as Life
- Independent topic

Excursions are not a mandatory syllabus requirement and are therefore not compulsory but highly recommended and enjoyable. Students will be given opportunities throughout the 2 year course to attend a wide variety of musical performances, including the Queensland Orchestra, Opera QLD, Musical and Jazz Concerts. Cost of excursions, incursions or workshops is to be met by the student. It is estimated the cost of these experiences will not exceed $80.00 for each year of the course.

Pre-Requisites
Minimum requirement of “C” in year 10 English and either previous study in year 9 or year 10 Music, or ability to play an instrument or sing (demonstrated to music teacher prior to enrolment in Senior Course).

Note: It is preferable, although not compulsory, for students to have successfully completed Music in the Junior Curriculum. Students wishing to select Senior Music, who have not studied Junior Music, should consult with the Head of Department, Performing Arts. It is not necessary for students to study Music privately to take this Subject. However, it is advisable that students should be able to play an instrument at a level equivalent to AMEB Grade 3 to be able to meet Senior Course Requirements in the Performing Dimension.

Assessment
Students are required to submit three pieces of assessment for verification folio requirements. While only three responses to assessment tasks are required for the folio, further assessment opportunities will be offered to students so they can demonstrate their maximum exit standard. This assessment can take place in the form of analyzing repertoire, composing and performing tasks.
Course Outline

Music Extension is a QCAA subject designed to cater for students with specific abilities in Music and contributes to a student's Overall position Score. It is an extension of the Senior Music course and offers the chance to specialize in Performance, Composition or Musicology. Music Extension is more challenging than the Senior Music course and is designed to provide students with demonstrated expertise in their chosen specialty and the opportunity to develop further their musical abilities. It is offered only to YEAR 12 students who study the parent QCAA Music course.

Music Extension is structured so that students are provided with the opportunity to specialise in an area of interest from one of the following:

1. Composition
2. Musicology
3. Performance

Please Note:
YEAR 11 Music is a pre-requisite for students wishing to take the YEAR 12 Music Extension Course. In YEAR 12 students retain English/Maths/Music and pick up Extension, therefore dropping one elective. For Example:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>1. English</td>
<td>1. English</td>
</tr>
<tr>
<td>5. Elective</td>
<td>5. Elective</td>
</tr>
</tbody>
</table>

Excursions are not a mandatory syllabus requirement and are therefore not compulsory but highly recommended and enjoyable. Students will be given opportunities throughout the 1 year course to attend a wide variety of musical performances, including the Queensland Orchestra, Opera QLD, Musical and Jazz Concerts. Cost of excursions, incursions or workshops is to be met by the student. It is estimated the cost of these experiences will not exceed $60.00 for each year of the course.

Pre-Requisites
Minimum requirement of “C” in Year 11 Music.

Note: Students must study Year 12 Music if wanting to study Year 12 Music Extension. Attending and if applicable playing at least 1 public concert for dignitaries, family and friends is required. Students will need to pay for the cost of a meal at a local restaurant for this ‘real-life’ experience that forms the final opportunity for assessment for those students specialising in Performance. The expense for this evening is no more than $30.00

Assessment
Students will complete two pieces of assessment during their time: an Investigation Task and a Realising Task.

Career Possibilities
The skills developed and the knowledge gained from the study of music are easily transferable to other areas of study and life. There is also a wide variety and a large number of careers to which study of music is an advantage. These include Composer, Conductor, director, Performing Artist, Producer, Teacher, Choreographer, Audiovisual Editors, Animator, Cinematographer, Musician, Acoustics Engineer, Choir Director, Lyric/Songwriter, Music Critic, Music School Administrator, Music Publisher, Music Therapist, Orchestrator, Piano Technician, Musical Instrument Repairer, Music Copyist, piano Tuner, audio Technician, Sound Editor.
PHYSICAL EDUCATION

Course Outline
At Alexandra Hills State High School the Senior Physical Education program is structured so that students are provided with the opportunity to learn in, about and through physical activity.

Three Focus areas, of essential understanding for a student to be physically educated, are studied with equal emphasis across the course of study. These include:

1. How skills are learned, implemented, maintained and enhanced.
2. Processes and effects of training and exercise.

The written/oral learning experiences are done in conjunction with the physical activity so that learning in physical activity forms the core and the focus of student learning about physical activity and through physical activity.

The physical activities studied will be chosen from the activities listed below. The choice of activities will depend on student numbers and interest, teacher expertise and availability of facilities.

Only four activities will be studied over the two YEAR course.

1. Touch/Team Handball/Oz Tag
2. Athletics/Swimming
3. Squash/Indirect Interceptive Minor Games
4. Volleyball/Badminton/Netball

Previous skills in these areas will obviously advantage students but are not deemed to be pre-requisite. Students require a complete sports uniform for Physical Education and must be prepared for lessons involving physical activity.

Pre-Requisites
To undertake this subject students should achieve a minimum requirement of a “C” in Year 10 English and a “C” in Year 10 Physical Education. Note: Students with illnesses/injuries that prevent participation in strenuous activities should consult the HPE Head of Department before selecting the subject.

Assessment
The written/oral learning experiences and assessment tasks constitute 50% of the total course and assessment and may take the form of written tests, essays, assignments, journals, reports, seminars and multi modal presentations.

The physical activity learning experiences and assessment tasks constitute 50% of the total course and assessment and are assessed by tasks that test performance of skills and tactics in closed and open skill environments. The performance is rated against criteria.

Career Possibilities
This subject provides helpful background in career areas such as Teaching, Physiologist, Community Recreation, Sports Administration, Coaching, Fitness Centre Management/Instructors, Professional Sportsperson and Medical areas such as Nursing and Physiotherapy.

Special Requirements
Some of the practical units involve the use of outside facilities e.g. Squash. There will be some cost involved with these activities e.g. $11 per week (approx) for Squash/Swimming. Occasionally the Weights Gymnasium at Goodlife Fitness Centre will be the venue for lessons and cost is approximately $5.50 per visit. An excursion to a Fitness Testing Facility may be conducted once over the 2-Year course, costing approximately $50.00.
Course Outline

Physics is the development of understanding of physical phenomena through precise measurements, reproducible experimentation and powerful mathematical relationships.

The study of physics gives students a means of enhancing their understanding of the world around them and a way of developing useful skills and knowledge. This is achieved through the use of a contextual “hands on” approach, with students developing extensive scientific literacy and practical skills.

Units to be studied include topics on measurement, forces, motion and various types of energy including sound, heat, light and nuclear energies. Applications of these topics will also be investigated and discussed.

All areas of discussion are referenced to everyday situations and, where appropriate, students may be able to visit and view these situations for themselves. The cost of any excursions will need to be met by the student.

Pre-Requisites

- Minimum requirement of B- for Year 10 Science
- Minimum requirement of C+ for Year 10 English
- Minimum requirement of C+ for Year 10 Advanced Mathematics

Assessment

Student performance will be assessed using the following techniques:

- Extended experimental investigations where students answer a practical research question
- Supervised assessments such as written tests and responses to stimulus materials
- Extended response tasks which may include reports, assignments, orals or multimodal presentations

Career Possibilities

The Physics course is designed for both tertiary bound students and work bound students. A list of courses and career positions requiring this subject is included in the student’s Tertiary Courses Handbook and/or The Job Guide. Students are also encouraged to visit the informative website www.myfuture.edu.au
SCIENCE 21

Course Outline
Science21 is an interdisciplinary science course. It is recommended for all students. It encourages young adults to develop a broad understanding of science relevant to this scientific and technological age. Students can become knowledgeable and active participants in society through increased scientific literacy.

Science21 deals with themes in real-world contexts that are of intrinsic interest and importance to students - the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesized and natural things. A course in Science 21 develops:

- Knowledge and understanding of science
- Skills in scientific investigative processes
- Appreciation of scientific issues and the impacts of science
- The capacity to communicate about science in a variety of forms

Topics studied during this course include:

- From the ground up – the purification of minerals
- Living until you are 100 – body systems
- “The Butler did it” – forensic science
- Maintaining the diversity of life
- Food Science – from the farm to the plate
- Driver survivor – including alternative fuels
- Bug Bitten – microbiology
- The Sustainable Future

New units are currently being written to reflect syllabus changes therefore course of study may vary slightly to that listed above.

Note: Mandatory Activity Manual Purchase - write on manual used in Year 11 and 12 will cost approximately $20 purchased through school office. Excursions to outside venues will be offered where appropriate. The cost of any excursions will need to be met by the student.

Pre-Requisites
- Minimum requirement of C for Year 10 Science
- Minimum requirement of C for Year 10 English

Assessment
A wide variety of assessment methods gives students scope to succeed. These include:
- Extended experimental investigations involving students gathering and analysing their own data from experiments or field work
- Collection of work involving short, related research activities
- Extended response tasks involving gathering and analyzing other scientists’ data
- Supervised written assessments including multiple-choice, short and extended response questions, and responses to stimulus materials

Career Possibilities
Science21 is not just for students who want to pursue a career in science. This course develops analytical and creative thinking skills, the application of scientific processes and techniques as well as communication and information literacy. All of these skills will be helpful in any chosen career, as well as in making informed decisions about scientific issues. Students are also encouraged to visit the informative website www.myfuture.edu.au.
TECHNOLOGY STUDIES

Course Overview
Technology Studies involves students developing innovative ideas and producing products in response to identified human need. Students will record their design decisions in a folio or report format. Products are produced by students in an industrial workshop environment to confirm their design decisions.

Students build the skills of project management, enabling them to manage resources and risks effectively to develop solutions to design problems. Students critique and evaluate ideas and products against design criteria developed in response to the design problem and they justify decisions and make recommendations.

Units of work are to be developed to offer a range of design experiences that increase in complexity and independence across the four-semester course of study.

Themes include:
- Developing ideas
- Exploring design problems: reduce, reuse, recycle
- Designing for an individual: carrying equipment
- Designing for a community: reducing poverty through technology
- Product analysis

New Themes/Units are currently being written to reflect syllabus changes therefore course of study may vary slightly to that listed above.

Pre-Requisites
- Minimum requirement of C for Year 10 ITD
- Minimum requirement of C for Year 10 English

Assessment
Producing products may involve:
- producing working drawings (sketches)
- developing a basic production plan of the expected key stages of production
- investigate the “real” human resource cost of production by recording the actual time taken to construct and produce the item and applying an hourly rate
- producing a product by applying knowledge and skills of manufacturing technologies and materials
- giving the product to the user for testing
- making and justifying decisions to modify the product based on user feedback
- evaluating and describing (e.g. using text, photographs, annotations) how the final product meets the design criteria
- making and justifying recommendations for improvement to the design process and product.

Career Possibilities
A course of study in Technology Studies can establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.
VISUAL ARTS
Course Outline
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of artworks.

The two-Year course of study integrates the components of concepts, focuses, contexts, media areas, visual language and expression, which leads to the development and resolution of bodies of work.

Topics studied in YEAR 11 and 12 are:
- Recontextualise (meaning through transformation)
- Identify, Us and Others (national and personal identify)
- Introspection (your own condition)
- Transcend (the artist’s condition)

Media may include: drawing, painting, photography, printmaking, sculpture, installation, wearable art, film and animation and other design and time-based media.

Note: Extra costs may be incurred for additional resource materials including a USB memory stick, colour print credit, and materials/media that extend beyond the normal classroom allocation.

It is anticipated that students will participate in at least one excursion each Year in order to view authentic art works and/or work with professional artists. YEAR 12 students will be required to attend exhibitions such as the Creative Generation Excellence Awards in Visual Art and Design in their own time. Students will also be expected to curate and display their own and others works for in-class work and at events such as the Annual Art Show.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently, and use higher order learning skills to articulate an informed and individualized style and expression.

Pre-Requisites
Minimum requirement of a “C” in YEAR 10 English. This subject requires a high standard for written analysis and expression. Note: It is strongly advised that students electing Senior Art should have completed Junior Art Extension and have an obvious aptitude and record of success for the subject. Students who have not taken Junior Art should consult with the Head of Department - Visual Art. The extensive time commitment required for this subject is relative to the syllabus course requirements and does demand out-of-timetabled-class time.

Assessment
Practical Work – students’ work is assessed progressively and is also presented as a Body of Work at the conclusion of each unit. Theoretical Work – students’ appreciation of artworks and personal aesthetics assessed through a variety of techniques, including research assignments and written tests. The actual assessment items will vary between units and provide a balance each semester of: one third appraising (written) and two thirds making (practical). All the Assessment items will incorporate the learning process of Research, Develop and Resolve.

Career Possibilities
There is a wide variety and large number of careers to which the study of art directly relate. The list includes the following: Architect, Industrial Designer, Graphic Designer, Commercial Artist, Fashion Designer, Photographer, Artist, Educator Hairdresser, Commercial Printer, Landscape Designer, Interior Decorator, Window Dresser, Animator, Chef, Textile Designer, Museum Gallery Curator, make-up Artist, Florist, Anthropologist, Computer Programmer, Archaeologist.
VOCATIONAL PATHWAY

Authority Registered Subjects
ALEXANDRA HILLS STATE HIGH SCHOOL –
YEAR 10 Semester 2 2017/11 SUBJECT SELECTION 2018
VOCATIONAL PATHWAY

This form is for information only and not to be handed in.
Students will make their selection with parents online between May 1 and May 12

<table>
<thead>
<tr>
<th>Students select one</th>
<th>English Communication (Recommended)</th>
<th>English</th>
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<tbody>
<tr>
<td>Students select one</td>
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<td>Pre Vocational Maths</td>
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<tr>
<td>SCHOOL BASED</td>
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<tr>
<td>Students may select one or more</td>
<td>Automotive Certificate II *</td>
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<tr>
<td></td>
<td>Early Childhood Education &amp; Care Certificate III</td>
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<td></td>
<td>Hospitality Certificate II - Front of House *</td>
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<td></td>
<td>Business Certificate III</td>
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<td>Fitness Certificate III</td>
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<td></td>
<td>Hospitality Certificate II – Kitchen Operations *</td>
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</tbody>
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**Vet in Schools certificate courses** offered by TAFE QLD Brisbane and TAFE QLD SkillsTech will be advertised during Term 3, 2017. Parents and students will receive information from the HOD Senior Schooling via email when the information becomes available. These courses offered over one day per week will commence in Term 1, 2018 and will be undertaken as an addition to a vocational pathway.

<table>
<thead>
<tr>
<th>Students may select one, two, three or four</th>
<th>Authority Subjects</th>
<th>Authority Registered Subjects</th>
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<tbody>
<tr>
<td></td>
<td>Ancient History</td>
<td>Automotive Studies</td>
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<td>Film &amp; Television</td>
<td>Tourism Studies</td>
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<td>Geography</td>
<td>Manufacturing</td>
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<td>Health Education</td>
<td>Work and Community Studies</td>
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<td>Modern History</td>
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<td>Science 21</td>
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<td>Biology</td>
<td>Recreation Studies</td>
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<td>Information Communication Technology</td>
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<td>Dance</td>
<td>Recreational Studies – Rugby League</td>
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<td>German</td>
<td>Creative Arts – Visual Studies</td>
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<td>Italian</td>
<td>Creative Arts – Media Studies</td>
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<td>Music</td>
<td>Horticulture</td>
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<td>Japanese</td>
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<td>Physical Education</td>
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<td>Legal Studies</td>
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<td>Visual Arts</td>
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<td>Accounting</td>
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**Students must have six choices and no more than four Authority subjects.**

* Vet in schools government funded course – Students can access one only across year 11 and 12
Agricultural Practices – SAS

Course Outline

Horticulture provides opportunities for students to explore, experience and learn practical skills and knowledge valued in the horticultural workplace and other settings.

The practices and skills valued in horticultural workplaces are described in “Safety and management practices.” These include the skills needed to work effectively with peers and colleagues, to collaborate and communicate appropriately and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

Safety and management practices are taught through “Plant Studies”. Learning in this area is delivered in practical situations through specific plant industry contexts and activities including plant propagation, production and the marketing of plant products.

Topics covered within this context include:

- Plant industries – conditions required for plant growth
- Infrastructure (watering systems etc)
- Plant production – propagation and production, maintenance of healthy plants
- Marketing of plants

Pre-Requisites

There are no academic requirements for this course however, due to the practical nature of the course, students need to show a willingness to participate enthusiastically and safely in outdoor activities which will include working as part of a team.

Assessment

Assessment will include an understanding of:

- Knowing and understanding
- Applying and analysing
- Planning and evaluating.

Techniques that will/may be used to gain information on student progress in the course are:

- Projects
- Collection of work
- Investigations
- Extended response to stimulus
- Examinations

Career Possibilities

This course will provide an ideal basis for further study in Certificate Level courses at TAFE, and will also assist in obtaining entry level employment in a range of related vocations.

Career opportunities within the horticultural industry are extensive and diverse. They include nurseryperson, horticultural tradesperson, general gardener, landscape gardener, rural heavy vehicle operator, land care worker, nursery assistant, and gardener’s assistant. This list is not extensive and students are encouraged to consult the [www.myfuture.edu.au](http://www.myfuture.edu.au) website for more information.
BUSINESS – SAS

Course Outline

Business Studies allows you to develop practical business knowledge and skills to enable participation and work in a range of business contexts such as entertainment, events management, health and wellbeing, legal, media, mining, real estate, retail, sports management, technical and tourism. You will engage in learning from four business practices:

- Business fundamentals – develop an understanding of how a business operates and functions
- Financial literacy – make informed and effective decisions in consumer and financial contexts
- Business communication – effectively exchange information through different modes of interaction for the purpose of carrying out business activities
- Business technology – select and use technology applications to process, convey and present information effectively

Pre-Requisites

Nil

Assessment

Assessment will include:

- Projects which provide you with authentic, real-world opportunities to demonstrate your learning; a response includes at least two components chosen from practical, written, spoken or multimodal
- Extended responses to stimulus materials such as images, graphs, media articles, quotes or texts
- Short response examinations

You will be expected to complete 4-6 assessment tasks per year including one project.

Career Possibilities

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

Outline

Engineering skills are the skills used by the manufacturing industry to transform predominantly metal raw materials into products wanted by society. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

Engineering skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to create, maintain and repair metal, plastic and composite products in the engineering manufacturing industry. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Pre-Requisites

A positive and safe working ethic is essential.

Assessment

Students will complete six units of work throughout the two years.

Units studied:
- Metal Fabrication
- Machining
- Sheet Metal

Career Possibilities

The purpose of this course is to introduce students to a wide range of situations and skills so that they are better equipped to choose a possible area of specialization in a trade area.
Course Outline

English Communication has been developed as an alternative for students who may seek more specific workplace communication skills or struggle with the demands of Academic English. It aims to offer practical training in using English to communicate. The course involves using a wide range of spoken, visual and multi-media texts for work, community and leisure contexts. English Communication is an Authority-registered subject. There is no Yr 10 pre-requisite for this subject.

The course should appeal to students who:
- Are looking at workplace styles of communication as well as traditional forms of literature
- May wish to enhance their employment opportunities
- Are not seeking an OP as a tertiary entrance requirement
- Are wishing to apply for apprenticeships or traineeships

Pre-Requisites

Nil.

Assessment

Assessment will be continuous and includes both written and spoken tasks.
- There will be three spoken tasks and five written tasks in each YEAR level.
- Written tasks are 500-700 words in length and spoken tasks 3 – 5 minutes
- There is an increasing trend to use ICT’s in all tasks.

In an effort to cater to the needs of the increasing number of students spending time out of school at TAFE, Work Placement and with Apprenticeship requirements, the English Department has placed the ENC course and assessment online. This can be accessed via the school's Moodle page.

Assessment tasks are assessed using levels of achievement (VHA ↔ VLA).

Please note that in the event of a student changing from English Communication to Senior English, they will be required to complete any outstanding assessment items.

Career Possibilities

N.B. Some TAFE courses require a pass in Senior English as a pre-requisite for entry. Students should check the QTAC book or ask the Guidance officer for advice if there is doubt about the pre-requisites for a course they are planning on applying for at the end of Year 12.
Course Outline

Furnishing Skills is a subject offered under the umbrella of the Queensland Curriculum & Assessment Authority Furnishing Skills Subject Area Specification.

Furnishing Skills does NOT contribute towards an OP.

Furnishing Skills does not contain any vocational education packages but students may apply for Recognition of Prior Learning (RPL) for relevant units when enrolling in a later course at a TAFE College.

Pre-Requisites

Nil.

Note: A positive and safe working ethic is essential. Students must demonstrate this before being admitted to the workshop.

Assessment

Each semester the assessment may include:

- Project
- Some student presentations.
- Continuous observation of student’s ability to work safely and diligently.

Career Possibilities

The purpose of the course is to introduce students to a wide variety of situations and skills so that they are better equipped to choose a possible area of specialization in a trade or other area.

With teacher guidance, students are instructed in:

- Project Design
- Surface Finishing
- Wood machining
- Woodworking
INFORMATION & COMMUNICATION TECHNOLOGIES SAS - (ICT – Practical Computing)

Course Outline
The study area specification in Information & Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

ICT has a vocational orientation. It provides the opportunity for students to develop skills and knowledge which they could be expected to use in education, employment and recreation.

The course will select from the following topics:

- On-line Communication
- Network Fundamentals
- Document Production
- Digital Video
- Multimedia Authoring
- Game Development
- Website Development
- Robotics
- Digital Still Imaging
- Digital Audio
- Managing Data
- School-developed elective (e.g. programming, integrated project).

Pre-Requisites
Nil.

Assessment
Assessment will be continuous throughout the course. As Computer Studies is a practical subject, the assessment will be mostly practical. Typical assessment techniques include:

- Folio of student work
- Projects

Career Possibilities
While the course of study has a vocational orientation, it also provides opportunities for students to develop important skills that they will need in other life roles, and serves as a support subject for study in other disciplines. Through undertaking a study in Information & Communications Technology, students should develop important, transferable skills for using a computer as a problem-solving and communication tool.
Outline

This course will give students a good sampling of what is involved in the Automotive Industry.

It includes studies in the following areas;

- Industry orientation
- Servicing
- Maintenance and Service, and
- Systems.

Students will study the relevant theory first. Then, they will be given opportunities to participate in practical activities related to the theory learnt.

Pre-Requisites

Nil.

Note: A positive and safe working ethic is essential. Students must demonstrate this before being admitted to the workshop.

Assessment

Assessment will include –

- Student prepared log book of class activities.
- Some student presentations
- Continuous observation of student’s ability to work diligently and safely.

Career Possibilities

Successful completion of this course will allow students to progress into the Automotive Industry. Traineeships or apprenticeships are possible career paths. Students may be able to gain RPL for some of the units studied.
MEDIA ARTS IN PRACTICE - SAS

Course Outline
The purpose of Media Arts in Practice (CAM) in the curriculum is to help students develop an understanding of and sensitivity to the media arts in historical and contemporary cultural contexts, and to become aware of the value of the arts in their own lives and in the lives of others. Arts Education is a necessary part of a balanced, inclusive curriculum.

Media Arts in Practice in the senior curriculum aims at providing students with the opportunity to extend their junior study of Media, working in areas not currently available in OP subjects. Experiences will include design in Digital and other 2D media, as well as video pre-production, production and post-production processes.

This subject has a vocational orientation with development of knowledge and skills of the artist practitioner. A practitioner is one who has many roles; is skilled, an expert, trained and professional; is a creator of possibilities who reflects on practice in the making of arts works. A practitioner, then, is one who aims for excellence.

Units may be offered from the following strands of the course, depending on available resources and student interest: Graphic Design, Digital Design, Film and Video. Other units may also be offered to take advantage of unique arts project opportunities which occur in the school and local community. In the past these have included animation and documentary video production projects.

**Note:** Extra costs may be incurred for additional resource materials including USB memory stick, DVD-R media and DV video tapes. It is anticipated that students will attend at least one (1) excursion per YEAR in order to further their understanding of the subject through exposure to professional artists work and sustained workshop periods.

Pre-Requisites
Nil.

Assessment
This will vary between units. However all consist of production of works for practical folios. A study of the theoretical side of Media, as well as the history and development of the area, will complement the students’ practical studies. Students’ knowledge of content and understanding of processes will be assessed through a variety of techniques, including research tasks, oral presentations, and demonstrations of skills.

For purposes of school and QCAA reporting, and more detailed feedback on your performance, your work will also be assessed under the general dimensions of **Knowing and Understanding, Applying and Analysing, Creating and Evaluating** using A to E ratings.

Career Possibilities
This subject is designed to help students interested in a wide range of careers to:
- have access to a variety of Media Studies experiences;
- develop a basic understanding of some work-related issues associated with digital image, and film and video production processes;
- possess a range of skills, attitudes and knowledge that will assist students in their general life roles as a student and as a citizen, as well as an art worker;
- develop skills which will transfer to other areas of their lives e.g. visual presentation skills would help in the production of any portfolio or resume.

It will also provide students with opportunities to develop interests in leisure time activities they may choose to pursue in the future. Students who are intending Media related careers can use the subject to study areas not currently covered in QCAA offerings at our school to broaden their Arts knowledge and experiences.
PREVOCATIONAL MATHEMATICS – SAS

Course Outline
Prevocational Mathematics is an Authority Registered Subject, and hence it does not contribute to an OP.

Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in their jobs and personal lives.

The three general objectives in the course are knowing, applying and explaining.

- In knowing, students demonstrate knowledge of the rules and the procedures required to carry out simple familiar tasks.
- In applying, students interpret and analyse situations to identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out these tasks.
- In explaining, students use basic mathematical and everyday language to present and explain their responses.

Students may study the following topics:

- Number
- Data
- Location
- Time
- Measurement
- Finance

Students are required to have a scientific calculator and should retain their scientific calculator from YEAR 10.

Pre-Requisites
Nil

Note:
This course is designed to cater for students who have struggled with Year 10 Maths. That is:

(a) Those students who have not achieved a C or Sound Achievement in Pre-Maths A.
(b) Those students who have studied the Numeracy Support course.

Assessment
Students will complete a variety of assessment items during their participation in this course:

- open book tests
- projects (topics by negotiation)
- investigations (topics by negotiation)
- Folio of student work

All assessment is highly scaffolded and teacher supported.

Career Possibilities
This course will provide an ideal basis for further study in Certificate Level courses at TAFE, and will also assist in obtaining entry level employment in a range of related vocations.
RECREATION – SAS - 6206

Course Outline

Recreation aims to generate an interest and a degree of competence in various recreational activities. This will enable the student to manage leisure time in an enjoyable and enriching manner. The topics covered may include:

- Personal fitness – gym, aerobics, weight control program, lifestyle diseases
- Social activities – ten pin bowling, badminton, table tennis, team game activities and orienteering
- Aquatics – Lifesaving activities and water polo
- Peer Teaching – skill learning, tournaments, training, coaching
- First Aid.

Students have the opportunity to receive the following certification:

- Senior First Aid
- Bronze Medallion/Bronze Star
- Level 1 Coaching Principles

Costs will be incurred when students visit outside facilities. Goodlife Health Club is visited throughout the Year – costs can be as high as $11 + per week. Other facilities visited may include the AMF Ten Pin Bowling Centre ($7.00) and Capalaba Sports Club ($5) plus transport costs.

Pre-Requisites

Nil.

Students must show a willingness and commitment for involvement and personal improvement. Completion of the Year 9/10 HPE Program is not a pre-requisite, but highly preferable. Some of the practical units involve the use of outside facilities. There will be some costs involved with these activities. Students with illnesses/injuries which prevent participation in strenuous activities should consult the Health and Physical Education staff before selecting the subject. Students must have a complete Sports Uniform and laptop (BYO Device). Students who have a history of non-participation in Junior HPE practical lessons at Alexandra Hills State High School will not be considered for this course.

Assessment

This is a Senior Level Course, which requires course work and applications through physical activity. Assessment will be in theory and practical areas. An A4 folder will be used to collect relevant information.

Career Possibilities

Recreation can provide a useful background for those considering part-time employment at Fitness Centres, Youth Camps, Sporting Centres, Sports Development Venues and National Parks.
Course Outline

Work and Community Studies helps students develop the personal, interpersonal, citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Topics studied include:

**Year 11**
- Today’s society
- Money Management
- The World of Work

**Year 12**
- Into relationships
- Gender Identity
- Legally, it could be you

Cost

Students will attend a workplace for approximately 40 hours. A fee of $45 is charged to locate a suitable employer and to arrange workers compensation insurance.

Pre-Requisites

Nil

Assessment

A mixture of the following will be used for assessment purposes:

- Projects
- Extended Response to Stimulus
- Investigations
- Short Response Tests
- Group work activities

Career Possibilities

This subject is not vocational specific, rather it is aimed at assisting students in making appropriate career choices. In addition, it will develop skills which are transferrable to any workplace environment.
Course Outline

Tourism Studies aims to provide students with knowledge, reasoning and communication skills necessary to gain employment in an entry level position within the Tourism Industry. Students undertake four thematic units introducing them to all sectors of this complex yet exciting industry.

Each unit operates independently of the other units and hence each covers different focus areas.

- Introduction to Tourism
- Tourism in Your Own Backyard
- Aussies go Domestic
- Aussies go Global
- Tourism as a Business

Pre-Requisites

Nil

Assessment

Assessment will consist of 2 tasks per semester. These will reflect a range of tasks, genre and presentation type.

Career Possibilities

- Tourism Site Manager
- Operations Manager and Supervisors
- Sales/Reservation Agents
- Ticket Sales Officer
- Tour Guide or Manager/Operator
- Manager for Sales/Marketing or Public Relations
- Retail Travel Consultant
- International Travel Consultant
- Travel Sales Clerk
- Tourist Information Officer
- Conference Coordinator
- Hospitality/Travel Functions
The purpose of Visual Arts in Practice in the curriculum is to help students develop an understanding of and sensitivity to the arts and to become aware of the value of the arts in their own lives and in the lives of others. Arts Education is a necessary part of a balanced, inclusive curriculum.

VAS in the senior curriculum aims at providing students with the opportunity to extend their junior study of Art, working in areas not currently available in Authority subjects. This subject has a vocational orientation with development of knowledge and skills of the artist practitioner. A practitioner is one who has many roles; is skilled, an expert, trained and professional; is a creator of possibilities who reflects on practice in the expressing of arts works. A practitioner, then, is one who aims for excellence.

Units will be offered from the following strands of the course, depending on available resources and student interest: Sculpture and Ceramics, Assemblage, Professional Face Painting, Digital Photography and Photoshop, Extension Graphic Design and Multimedia. School and other community-based projects are incorporated into units, to take advantage of opportunities that occur in the course of the school YEAR. For example, Dash, the annual Art Show, school productions and events.

Students will utilize industry standard software programs like Photoshop, InDesign and use media and equipment that they will operate in the workplace. Note: Extra costs may be incurred for additional resource materials including a USB memory stick, colour print credit, and materials/media that extend beyond the normal classroom allocation.

It is anticipated that students will attend at least one (1) excursion per YEAR in order to further their understanding of the subject through exposure to professional artists' work and sustained workshop periods.

Pre-Requisites

Nil

Assessment

This will vary between units, however all units consist of production of art works for practical folios. A study of the theoretical side of the media used, the industry context and Workplace Health and Safety standards will complement the students’ practical studies.

Students’ knowledge of content and understanding of processes will be assessed through a variety of techniques, including research tasks, oral presentations, demonstrations of skills, studio practice and digital portfolio. For purposes of school and QCAA reporting on your performance, your work will be assessed under the general dimensions of Knowing and Understanding, Applying and Analysing, Creating and Evaluating using A to E ratings.

Career Possibilities

This subject is designed to help students interested in a wide range of careers to:

- have access to a variety of Visual Arts experiences;
- develop a basic understanding of some work-related issues associated with ceramic, sculpture, digital photography and related computer software production processes;
- possess a range of skills, attitudes and knowledge that will assist students in their general life roles as a student and as a citizen, as well as an art worker;
- develop skills which will transfer to other areas of their lives e.g.: visual presentation skills would help in the production of any portfolio or resume.
- It will also provide students with opportunities to develop interests in leisure time activities they may choose to pursue in the future.
VOCATIONAL EDUCATION AND TRAINING

Vocational Education Certificate Courses & Outside Providers
AUR20712: CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION
Registered Training Organisation: TAFE QLD SkillsTech – RTO No: 31396

This school-based program is designed to give students an introduction to the automotive industry. Students will gain skills and knowledge in the areas of inspecting and servicing vehicle components including engines using automotive tools and equipment, testing, servicing and charging batteries.

Delivery mode

TAFE Queensland SkillsTech partners with schools enabling the school’s teacher to deliver trade training in their school. TAFE Queensland SkillsTech provides the school with mentor support and advice on the training delivery and student assessment to ensure a high standard and industry-relevant training is delivered.

Competencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Core/Elec</th>
<th>Nominal Hours</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURAEA2002</td>
<td>Core</td>
<td>25</td>
<td>Apply environmental and sustainability best practice in an automotive workplace</td>
</tr>
<tr>
<td>AURAFA2003</td>
<td>Core</td>
<td>20</td>
<td>Communicate effectively in an automotive workplace</td>
</tr>
<tr>
<td>AURAFA2004</td>
<td>Core</td>
<td>20</td>
<td>Solve routine problems in an automotive workplace</td>
</tr>
<tr>
<td>AURASA2002</td>
<td>Core</td>
<td>20</td>
<td>Apply safe working practice in an automotive workplace</td>
</tr>
<tr>
<td>AURETR1003</td>
<td>Core</td>
<td>10</td>
<td>Apply automotive electrical system fundamentals</td>
</tr>
<tr>
<td>AURLTA1001</td>
<td>Core</td>
<td>15</td>
<td>Apply automotive mechanical system fundamentals</td>
</tr>
<tr>
<td>AURTTK2002</td>
<td>Core</td>
<td>30</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>AURETR2015</td>
<td>Elective</td>
<td>10</td>
<td>Inspect and service batteries</td>
</tr>
<tr>
<td>AURTTE2004</td>
<td>Elective</td>
<td>30</td>
<td>Inspect and service engines</td>
</tr>
<tr>
<td>AURTTJ2001</td>
<td>Elective</td>
<td>10</td>
<td>Balance wheels and tyres</td>
</tr>
<tr>
<td>AURTTA2004</td>
<td>Elective</td>
<td>20</td>
<td>Carry out servicing operations</td>
</tr>
<tr>
<td>AURTTA2005</td>
<td>Elective</td>
<td>15</td>
<td>Select and use bearings, seals, gaskets, sealants and adhesives</td>
</tr>
</tbody>
</table>

QCE Credits: 4

NB: Units may be subject to change

Cost

This is a VETIS funded course. Students are only permitted to study one of these types of courses across year 11 and 12. The cost of studying this course alone is nil, however should a student wish to study more than one VETIS funded course a cost will apply and students will be spoken to individually.

Pre-Requisites

Note: A positive and safe work ethic is essential.

Assessment

Assessment is competency based and may include:
- Theory tests;
- Practical tasks;
- Continuous classroom and workshop exercises.

Career Possibilities

Students may receive credit for relevant competencies towards a related apprenticeship by successfully completing their chosen program. Career pathways in the automotive industry include; automotive air-conditioning fitter, automotive electrician, automotive technician – light or heavy vehicle, automotive parts interpreter, bicycle service technician, diesel fitter, exhaust fitter and repairer, outdoor power equipment technician or tyre fitter.
BSB30115: CERTIFICATE III IN BUSINESS  
Registered Training Organisation: Binnacle Training RTO NO: 31319

Course Outline

Certificate III in Business is offered as a senior subject through Binnacle Training and is delivered on-site over 2 years. Students learn what it takes to become a business professional and achieve skills in leadership, innovation, customer service and personal management through the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Students will study the following units of competency:

<table>
<thead>
<tr>
<th>CORE (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302 Apply knowledge of WHS legislation in the workplace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES*</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS301 Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBINN301 Promote innovation in a team environment</td>
</tr>
<tr>
<td>BSBITU306 Design and produce business documents</td>
</tr>
<tr>
<td>BSBPRO301 Recommend products and services</td>
</tr>
<tr>
<td>BSBWOR301 Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBFLM312 Contribute to team effectiveness</td>
</tr>
<tr>
<td>BSBWRT301 Write simple documents</td>
</tr>
<tr>
<td>BSBCRT301 Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>BSBSMB302 Develop a micro business proposal</td>
</tr>
<tr>
<td>BSBLED301 Undertake e-learning</td>
</tr>
<tr>
<td>BSBSMB201 Identify suitability for micro business</td>
</tr>
<tr>
<td>FNSFLT301 Be Money Smart</td>
</tr>
</tbody>
</table>

Elective units are subject to change prior to the commencement of the 2018 school year.

Cost: $250 ($100 payable by the end of February with the remainder payable by the end of Term 1)

Pre-Requisites

It is essential for all students to bring a digital device as all units and assessment are completed online.

Assessment

A range of assessment will be used and could include practical tasks, hands-on activities involving customer service, group work and work experience.

Career Possibilities

The Cert III Business can be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways eg. Cert IV, Diploma or Bachelor of Business.
Students can obtain a Certificate III in Early Childhood Education and Care while still at school via a partnership between Alexandra Hills SHS and the Registered Training Organisation, Cairns Training Academy. The course consists of 18 competency based units incorporating practical on the job work experience and theory work booklets. Certificate III in Early Childhood Education and Care is required to be an assistant at a child care centre. Students can also have the Certificate acknowledged through Mutual Recognition, when enrolling to complete a Diploma in Early Childhood Education and Care reducing the length of the course significantly. With a Diploma in Early Childhood Education and Care students are able to be a Group leader in a child care centre.

Participants may study the following units of competency:

- **CHCCS400C**  Work within a relevant legal and ethical framework
- **CHCECE001**  Develop cultural competence
- **CHCECE002**  Ensure the health and safety of children
- **CHCECE003**  Provide care for children
- **CHCECE004**  Promote and provide healthy foods and drinks
- **CHCECE005**  Provide care for babies and toddlers
- **CHCECE007**  Develop positive and respectful relationships with children
- **CHCECE009**  Use an approved learning framework to guide practice
- **CHCECE010**  Support the holistic development of children in early childhood
- **CHCECE011**  Provide experiences to support children’s play and learning
- **CHCECE013**  Use information about children to inform practice
- **CHCPRT001**  Identify and respond to children and young people at risk
- **HLTAID004**  Provide an emergency first aid response in an education and care setting
- **HLTWHS001**  Participate in work health and safety
- **HLTHIR404D**  Work effectively with Aboriginal and/or Torres Strait Islander people
- **CHCECE006**  Support behavior of children and young people
- **CHCECE012**  Support children to connect with their world
- **CHCORG303C**  Participate effectively in the work environment.

**Course Costs:**
The total cost for students to complete the Certificate III in Early Childhood Education and Care is $560.00. This consists of a $260.00 fee to be paid by the end of Term 1, Year 11. $100.00 payment will then be required Term 2, 3 & 4. Payment for the First Aid Certificate will occur in Term 2, Year 12 and is currently $120.00

A $45.00 Industry Placement Fee is payable for the placement each Year. Placements will not be organised until this fee is paid. Placements are for the full day, one day a week over two 10 week periods. These placements are either during school time or holidays and are a compulsory part of the course. Pre-

**Requisites**
Blue Card – Working with Children - Application Forms are available from the Home Economics Department.

**Assessment**
All assessment is competency based. Students will have an opportunity to gain recognition for prior learning (RPL) and/or re-sit competencies that have been deemed “not yet successful”.

**Career Possibilities**
Students can leave school and gain employment immediately as an assistant in a childcare centre. This qualification can lead on to a Diploma in Early Childhood Education and Care. Many students use this certificate to facilitate entry into a teaching degree at university.
Course Outline

Rugby League - Certificate II in Sport and Recreation (NRL Specialty) aims to generate an interest and a degree of competence in Rugby League related activities. This will provide the student with opportunities to manage personal leisure time in an enjoyable and enriching manner.

The topics covered include:

- SISSSCO101: Develop and update knowledge of coaching practices
- SISSSOF101: Develop and update officiating knowledge
- HLTAID003: Provide first aid
- SISXIND002: Maintain sport, fitness and recreation industry knowledge
- SISXIND001: Work effectively in sport, fitness and recreation environments
- SISXCAI002: Assist with activity sessions
- SISXCAI001: Provide equipment for activities
- SISXFAC001: Maintain equipment for activities
- SISXCCS001: Provide quality service
- BSBWOR202: Organise and complete daily work activities
- HLTWHS001: Participate in workplace health and safety
- BSBWHS303: Participate in WHS hazard identification, risk assessment and risk control
- SISXEMR001: Respond to emergency situations

Cost

There are two parts to the cost for participation in this Program; the Rugby League Levy of $150 per year (Year 11 and 12) covers the cost of training attire, playing uniforms, transport and rugby league consumables, and the Binnacle Certificate Levy of $250, payable once (Semester 1, Year 11). Fortunately, the generous support of our sponsors enables us to subsidise $200 per student of the Binnacle Levy, reducing this cost to just $50 per student.

Pre-Requisites

Rugby League Ability

Students must show a willingness and commitment for involvement and personal improvement. Completion of the Year 9/10 Rugby Leave Development Program is not a pre-requisite, but highly preferable. Students with illnesses/injuries which prevent participation in strenuous activities should consult the Health and Physical Education staff before selecting the subject.

Students will be issued with program training attire which is expected to be worn during class activities.

Theoretical resources and assessment will be accessed via Binnacle Training’s online learning portal, therefore it is essential students enrolling in this course have learning device.

Assessment

This is a Senior Level Course, which requires course work and applications through physical activity. Assessment will be in theory and practical areas.

Career Possibilities

Recreation (Rugby League) provides skills and a useful background for those considering employment in the Rugby League.
Certificate Outline

Certificate III in Fitness aims to foster relationships with industry professionals and organizations to develop a curriculum focused on providing strong industry pathways and opportunities for students. Students will work in partnership with Binnacle Training (a RTO) to fulfill the Certificate requirements. Students will gain National registration and have a qualification recognized throughout Australia. This course is a pre-requisite to becoming a gym instructor.

Units of Competency contained within the course include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>SISSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>HLTDAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>SISXCAI002</td>
<td>Assist with activity sessions</td>
</tr>
<tr>
<td>SISEMR001</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISXIND002</td>
<td>Maintain sport, fitness and recreation industry knowledge</td>
</tr>
<tr>
<td>SISXCAI001</td>
<td>Provide equipment for activities</td>
</tr>
</tbody>
</table>

Credit Points: This course will count for 8 credit points towards the student’s QCE.

Cost of Course

At the time of printing the cost for the course is $290. In addition, students must pay $40 for a Senior First Aid Certificate course. VETIS funding may be available for this course.

Pre-requisites

When choosing this Certificate course, students should have achieved a C level in English in Year 10. Students must show a willingness and commitment for involvement and personal improvement. They must have a complete sports uniform and a laptop. Students with illnesses/injuries which prevent participation in strenuous activities should consult the Health and Physical Education staff before selecting the subject.

Assessment

The theory and assessment components of the course are available online through Binnacle’s Learning Platform. These will be completed in class as well as homework tasks. Students will also undertake work experience within the fitness industry.

A $45 Industry Placement Fee is payable for the placement each Year. Placements will not be organized until this fee is paid.

Career Possibilities

When you have successfully achieved this certificate you could find yourself becoming a Gym Instructor, Group Exercise Instructor and/or Aqua Instructor. This qualification enables you to: Conduct an initial induction including basic screening, fitness appraisal, basic program development and exercise instruction, Design individual training programs, Advise technique correction and suggest alternative exercises, regularly appraise client’s fitness and skill acquisition and suggest modifications to their programs.
Certificate II in Hospitality is offered in partnership with the RTO – Training Direct. While this course focuses on a number of areas of the Hospitality industry, a significant focus is on food and beverage service. Students participate in a wide range of practical activities to demonstrate their competency in the units indicated below at school and in industry. Students who obtain a traineeship through Training Direct will complete Certificate III Hospitality.

Specific course content will be determined by available staffing and staff qualifications, however currently students participate in a range of practical activities including running coffee shops and restaurants.

The units of competency completed during this course include:

- BSBWOR2013 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXFSA001 Use hygienic practices for food safety
- SITXWHS001 Participate in safe work practices
- SITXCOM002 Show social and cultural sensitivity
- SITHFAB002 Provide responsible service of alcohol
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHCCC003 Prepare and present sandwiches

Cost of Course
Provided they are not doing any other VETIS funded subject, students can do one Hospitality Certificate free of charge. This covers the cost of a uniform and all foods and materials used. The second Hospitality Certificate can be done while at school for a fee of $300.00. If a student is studying another VETIS funded subject, they can only study one Hospitality Certificate for a fee of $390.

The focus of all units is a practical one and students are expected to participate fully. Some assessment will be conducted out of normal lesson time e.g. evenings to enable students to experience real-life hospitality experiences. In addition, students are to complete 10 – 12 service periods in industry. A $45.00 Industry Placement Fee is payable for placement each year. Placements will not be organized until this fee is paid.

Placements are for the full day, one day a week over a 7 – 10 week period. These placements are during school time and are a compulsory part of the course. Students who do not achieve all of the practical competencies during their placement will complete further industry placement in their own time. It is the students’ responsibility to arrange the transport to and from their assigned venue.

Pre-Requisites
Nil

Note: A commitment to hygiene and safety practices is required as is an interest in food preparation and service.

Assessment
All assessment is competency based. Students will have an opportunity to gain recognition for prior learning (RPL) and/or re-sit competencies that have been deemed “not yet competent”.

Career Possibilities
This course will provide an ideal basis for further study in Certificate Level courses at TAFE, and will also assist in obtaining entry level employment in a range of related vocations. Students who complete this Certificate Course successfully will be able to work in the Hospitality Industry.
Certificate II in Kitchen Operations is offered in partnership with the RTO Training Direct. Students who obtain a traineeship through Training Direct will complete a Certificate III. Students will participate in a wide range of practical activities to demonstrate their competency in the units listed below. Students will be involved in food preparation for many functions held at the school. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, clubs, cafes, coffee shops and institutions such as hospitals.

Specific course content will be determined by available staffing and staff qualifications, however currently students participate in a range of practical activities including running coffee shops and restaurants.

The units of competency completed during this course include:-
- SITXFSA001 Use hygiene practices for food safety
- SITXWHS001 Participate in safe work practices
- BSBWOR203 Work effectively with others
- SITHKOP001 Clean kitchen premises and equipment
- SITHCCC001 Use food preparation equipment
- SITXINV002 Maintain the quality of perishable items
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC011 Use cookery skills effectively
- SITHCCC006 Prepare appetisers and salads
- SITHCCC003 Prepare and present sandwiches
- SITHCCC002 Prepare and present simple dishes
- SITXFSA002 Participate in safe food handling practices
- SITHIND002 Source and use information on the hospitality industry

Cost of Course
Provided they are not doing any other VETIS funded subject, students can do one Hospitality certificate free of charge. This covers the cost of a uniform and all foods and materials used. The second hospitality certificate can be done while at school for a fee of $300.00. If a student is studying another VETIS funded subject, they can only study one Hospitality certificate for a fee of $390.00.

The focus of all units is a practical one and students are expected to participate fully. Some assessment will be conducted out of normal lesson time e.g. evenings to enable students to experience real-life hospitality experiences. In addition students are to complete 10 – 12 service periods in industry. A $45.00 Industry Placement Fee is payable for placement each year. Placements will not be organized until this fee is paid.

Placements are for the full day, one day week over a 7 – 10 week period. These placements are during school time and are a compulsory part of the course. Students who do not achieve all of the practical competencies during their placement will complete further industry placement in their own time. It is the students’ responsibility to arrange the transport to and from their assigned venue.

Pre-Requisites
Nil - Note: A commitment to hygiene and safety practices is required as is an interest in food preparation and service.

Assessment
All assessment is competency based. Students will have an opportunity to gain recognition for prior learning (RPL) and/or re-sit competencies that have been deemed “not yet competent”.

Career Possibilities
This course will provide an ideal basis for further study in Certificate Level courses at TAFE, and will also assist in obtaining entry level employment in a range of related vocations. Students who complete this Certificate Course successfully will be able to work in the Hospitality Industry.
Interested in studying TAFE whilst at School – during Term 3, Semester 2 2017, the TAFE 2018 Course Guide will be available. The link will be emailed to all students and parents.

The link will provide details on the types of courses available, location, cost and QCE credit points available if the course is completed successfully. To enrol in a TAFE course, please check your school email account for further instructions from the Senior School Head of Department. **Please ensure you follow all deadlines, as this is an independent outside provider who cannot be influenced in their enrolment processes.**