Principal’s Message

There is clear legislation governing students’ participation in schooling. One piece of legislation places restrictions on
the number of hours of part time work that can be completed while enrolled at school. Another significant legislative
requirement affecting students currently in year 10 or younger grades is the requirement to complete schooling to year
12, or be engaged in some other recognised training program until at least age 16.

At Proserpine SHS we assist students to complete their secondary education by helping them to plan their future. This
plan is developed as part of the subject selection process. Plans developed in year 10 are called the Senior Education
and Training (SET) Plan. These plans will take into account legislation such as listed above.

The process of planning becomes more formalised for students in year 10. Each student in year 10 is registered with
the Queensland Curriculum and Assessment Authority (QCAA). Once a student is registered with QCAA, they have a
Learning Account which records their progress towards a Queensland Certificate of Education, a Senior Statement, an
OP and/or VET Certificates. Students will be able to view their learning accounts online.

Individual subject teachers are available to give information and help in choosing subjects. We urge parents to talk
with teachers at parent-teacher interviews, and to make an appointment with staff if the need for further consultation
arises. For students with identified ‘learning difficulties’ an appointment with the Literacy/Numeracy Co-ordinator is
needed to ensure the curriculum choices meet student needs. In the same way, students with diagnosed disabilities
will need to meet with the case management teacher from Special Education Services to plan their curriculum
program.

During Semester two, students will be asked to nominate the subjects they hope to study in the following year.
From this information, blocking lists are compiled so that the greatest number of students will have the opportunity to
study their chosen subjects. It is not always possible for all of an individual student’s first choices to be
accommodated. Insufficient student interest in certain subjects may mean that one or more subjects will not be
offered.

We ask both parents and students to remember that the school will do its best to accommodate subject preferences
but that all preferences may not be able to be provided. Course availability will depend on the balance of student
demand, teacher availability and resource availability.

Our senior school curriculum program has been developed to consider our students’ future goals in a number of ways.
By providing numerous alternative pathways at Proserpine State High School, we meet the various needs of students
wishing to access the full variety of opportunities in tertiary study and the workplace.

As well as undertaking the academic program, each student is encouraged to make the most of their abilities in sport
or in any other co-curricular area. To ensure a balanced development of the individual, it is hoped that all students will
participate in at least one co-curricular area and assume some community responsibilities.

I look forward to seeing each student develop their potential and achieve to the best of their ability.

Don McDermid
Principal

Note: The information provided in this booklet is accurate at the time of production. Some details may change as circumstances dictate.
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INTRODUCTION

This Senior Course Guide is for parents and students who will complete Year 11 in 2016. The Senior Course Guide will provide you with important information regarding this next phase of your secondary schooling including legislative requirements regarding senior secondary schooling, expected qualifications, tertiary entrance requirements, careers education and subject selection.

Taking time to familiarise yourself with the Senior Course Guide is an important first step in planning your senior education. Subject selection should align to possible career pathways and any tertiary entrance requirements where applicable. You will need to base your career considerations on a good understanding of yourself, as well as on what you hope to gain from your desired pathway.

The subjects you study in Years 11 and 12 will provide one of the bases for your career and study directions after you leave school. During Year 10 you will have the opportunity to sample some of the subjects available in Years 11 and 12. The purpose of this preparation year is to assist you in deciding on what subjects you would most like to pursue in your final two years. The information provided in this book will help you in making this decision. Some questions you may ask yourself now and over the next year include:

- What are my short and long term goals in life?
- Do I know what job I would like to have? If not, how can I keep my options open?
- Which Year 11 and 12 subjects will I need as prerequisites for any tertiary courses I am interested in?
- Are my grades in Year 10 good enough for me to be able to cope with the work in my chosen Year 11 and 12 subjects?

Education and Training Reforms for the Future (ETRF)

Queensland legislation (Youth Participation in Education and Training Act 2003) requires every young Queenslander to be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first. After this time, young people are expected to be learning or earning. Learning means staying in education or training for a further 2 years, attaining a Queensland Certificate of Education (QCE), attaining a minimum Certificate III qualification or turning 17 whichever comes first. If young people are not learning then they must be earning (earning means working a minimum of 25 hours per week).

Senior Education and Training Plan (SETP)

The Queensland Government requires every student in Year 10 to complete a Senior Education and Training Plan (SETP). The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education. The SET plan then helps students plan their pathway from schooling to tertiary study or employment. The importance of this process cannot be underestimated and is crucial in aiding students to make good choices about what, where and when to study and so ensuring a foundation for success throughout the senior phase. More information on the SET planning process can be found at: http://www.qcaa.qld.edu.au/downloads/senior/year10_guide_learning_options.pdf
UNDERSTANDING REQUIREMENTS FOR SENIOR STUDENT EDUCATION

Student Education Profile
Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. Included in this profile could be:

1. Senior Statement
2. Queensland Certification of Education (QCE) or QCIA*
3. Tertiary Entrance Statement

The Senior Statement
The Queensland Curriculum and Assessment Authority (QCAA) issues the Senior Statement which is an official record of all the learning achievements in a Learning Account if you have stayed until the last day of Year 12. It details what learning was attempted, the standard achieved and where and when the learning took place. At the end of Year 12, the school assigns Levels of Achievement on the basis of your work in the senior years. The Levels of Achievement (standards achieved) are:

- Very High Achievement (VHA);
- High Achievement (HA);
- Sound Achievement (SA);
- Limited Achievement (LA); and
- Very Limited Achievement (VLA).

The QCAA will issue the Senior Statement to young people who:

- are attending a school, and have banked at least one achievement in their Learning Account and are enrolled at school until the prescribed date at the end of Year 12, or
- have met the requirements for the Queensland Certificate of Education, or
- have completed a pattern of study which makes them OP eligible.

For more information regarding the Queensland Certificate of Education and the Senior Statement visit the QCAA website.  www.qcaa.qld.edu.au

Proserpine State High School expects all students completing Year 12 to attain a QCE or a QCIA as a minimum qualification standard.

Queensland Certificate of Education (QCE)
A senior schooling qualification called a Queensland Certificate of Education (QCE) will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognizes broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits. Students must:

- have at least 20 credits to be awarded a QCE
- meet literacy and numeracy requirements and
- reach a set standard in their learning

The set standard is a Sound Achievement (SA), competent, a pass or equivalent. Students must undertake a minimum of 12 points from completed core courses. Additional credits can be taken from a combination of core, preparatory, enrichment and advanced courses of study. For full details of the requirements of a QCE please see page 5.

Queensland Certificate of Individual Achievement (QCIA)
The Queensland Certificate of Individual Achievement (QCIA) is available to verify the achievements for students with disabilities on individualised learning programs in replace of the QCE.
Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student's Overall Position (OP) and Field Positions (FPs). These rankings are the most common means of determining eligibility for admission to tertiary courses.

OVERALL POSITION (OP)

An OP is a student's position in a state-wide rank order based on their overall achievement in QCE-approved subjects. It indicates how well a student has done in comparison to all other OP-eligible students in Queensland and is used for tertiary entrance purposes only. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest).

To be eligible for an Overall Position (OP) you must:

- study at least 20 semester units of authority subjects;
- study at least three authority subjects for all four semesters of Senior; and
- sit for the Queensland Core Skills (QCS) Test.

Your Levels of Achievement in Authority Subjects contribute to your Overall Position (OP). Authority-Registered Subjects do not contribute to your OP. Although most students wishing to gain an OP will study six authority subjects, it is possible to study one authority-registered subject with five authority subjects and still be eligible for an OP.

FIELD POSITIONS (FPS)

Field Positions (FPs) are additional rank orders that supplement an OP. The term — field II refers to areas of emphasis in the senior curriculum. FPs is used by tertiary institutions to help differentiate between students with the same OP, for example when the number of eligible applicants exceeds the number of places for a course. A student may receive up to five FPs, depending on their subject choices. FPs is reported in 10 bands, from one (the highest) to 10 (the lowest) in the following fields:

- Field A — extended written expression involving complex analysis and synthesis of ideas
- Field B — short written communication involving reading, comprehension and expression in English or a foreign language
- Field C — basic numeracy involving simple calculations and graphical and tabular interpretation
- Field D — solving complex problems involving mathematical symbols and abstractions
- Field E — substantial practical performance involving physical or creative arts or expressive skills.
Proserpine State High School SENIOR COURSE GUIDE

Vocational Pathways (VET)

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example students can:

- undertake a school based traineeship or apprenticeship
- attend a course at TAFE or with a Private Provider to begin or even complete a Certificate I – IV or Diploma course
- enrol in one or two subjects at university

The Australian Qualifications Framework

<table>
<thead>
<tr>
<th>Schools Sector</th>
<th>Vocational Education &amp; Training Sector</th>
<th>Higher Education Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Secondary</td>
<td>Certificate IV</td>
<td>Doctoral Degree</td>
</tr>
<tr>
<td>Certificate of Education</td>
<td>Certificate III</td>
<td>Master's Degree</td>
</tr>
<tr>
<td>(e.g. QCE, Senior Statement, OP)</td>
<td>Certificate II</td>
<td>Graduate Diploma</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Certificate I</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>Bachelor's Degree</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma</td>
<td>Advanced Diploma</td>
</tr>
</tbody>
</table>

Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12. The benefits of completing vocational study as a part of your senior secondary education are many:

- It prepares students for lifelong learning, essential for a productive post school life.
- It gives students practical opportunities to explore career paths.
- The qualifications are highly regarded by industry.
- Students can gain valuable points towards their Queensland Certificate of Education.
- Students can improve their chances of tertiary study by gaining a Tertiary Selection Rank (A Certificate III attracts a Selection Rank of 68 which is equated to an OP of approximately 15).
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that would allow direct entry into the workforce in most instances.
- Certificate programs can articulate into Diplomas (conditions may apply).
- Diplomas can articulate into university degrees.

The Queensland Tertiary Admissions Centre (QTAC) recognises this flexibility towards ways of learning by providing QTAC schedules reflecting Tertiary Selection Ranks (comparable to OPs) for different kinds of learning, life experience and skills. Students not wishing to attain an OP may want to access tertiary study and can do so through the QTAC OP Ineligible Schedule. Ranks on this schedule can be improved by sitting for the Queensland Core Skills (QCS) test.

Students electing to complete a vocational qualification will still complete an additional five subjects to study at Proserpine State High School as a part of their senior secondary curriculum.

School-based Apprenticeships/Traineeships  A school-based apprenticeship is an excellent way for vocationally directed students to complete a traineeship or get a head-start on a full-time apprenticeship. Students are paid a training wage while working and completing their senior education. A partnership exists between the student, the school, the Apprenticeship Centre, the workplace and a Registered Training provider to assist the student to complete the available training. Students choosing this type of training need to be available in the workplace as least one day each week. Students must also complete 50 days of work each school year. Arrangement of lessons at school allows students to work with teachers to ensure any lessons missed are caught up. Access to the courses is by application through our Senior Schooling and Industry Liaison Officer and may only begin once all the formal processes are completed. Parents are responsible for any transport arrangements.
QCE Requirements

Students can track their progress towards a QCE in their Learning Account on the Student Connect website – www.studentconnect.qcaa.qld.edu.au

To gain a QCE, students need:

<table>
<thead>
<tr>
<th>AMOUNT of LEARNING</th>
<th>SET STANDARD</th>
<th>SET PATTERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credits</td>
<td>Sound achievement, Pass or equivalent</td>
<td>At least 12 credits from completed CORE + An additional 8 credits from a combination of any courses of study + Meet literacy and numeracy requirements</td>
</tr>
</tbody>
</table>

Learning Options and Credit Values:

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>CORE</th>
<th>CREDIT</th>
<th>PREPARATORY</th>
<th>ENRICHMENT</th>
<th>ADVANCED</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>4 per course (4 semesters)</td>
<td>Certificate 1 vocational qualification – maximum of 2 can count</td>
<td>A level of a recognised certificate or award in areas such as music, dance, drama, sport and community development.</td>
<td>1</td>
<td>A one semester university subject undertaken while at school.</td>
<td></td>
</tr>
<tr>
<td>A Senior External Examination</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate II</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Certificate III – IV*</td>
<td>5,6,7 or 8</td>
<td>Employment skills development program – only 1 can count.</td>
<td>A negotiated community or self-directed project.</td>
<td>1</td>
<td>A two semester university subject undertaken while at school</td>
<td></td>
</tr>
<tr>
<td>Tailored training program</td>
<td>4</td>
<td>Re-engagement program – only 1 can count.</td>
<td>160 hours (20 days) of structured workplace learning that an employer endorses.</td>
<td>1</td>
<td>Competencies in a diploma or advanced diploma over at least a semester (or its equivalent).</td>
<td></td>
</tr>
<tr>
<td>International learning program</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based apprenticeships and traineeships</td>
<td>2</td>
<td>Short course in literacy or numeracy developed by the QCAA.</td>
<td>1 per course Authority extension subjects (e.g. English Extension)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cert III competencies</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-job component</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Achieve the Required Standard...

<table>
<thead>
<tr>
<th>COURSE OF STUDY</th>
<th>SET STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority subjects and Authority registered subjects</td>
<td>at least a Sound Level of Achievement</td>
</tr>
<tr>
<td>Vocational education and training</td>
<td>competence</td>
</tr>
<tr>
<td>University courses/subjects/units undertaken while still at school</td>
<td>at least a pass as defined by the course</td>
</tr>
<tr>
<td>International learning course of study</td>
<td>at least a pass as defined by the course</td>
</tr>
<tr>
<td>Recognised awards and certificates Workplace, community and self-directed</td>
<td>awarded at least a pass as defined by the project</td>
</tr>
</tbody>
</table>

And include Literacy and Numeracy...

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>at least a Sound Level of Achievement in a semester of an Authority registered English subject: or</td>
<td>at least a Sound Level of Achievement in a semester of an Authority or Authority registered mathematics subject: or</td>
</tr>
<tr>
<td>competence in VET modules LIT 204 or LIT 205: or</td>
<td>competence in VET modules NUM 204 or NUM 205: or</td>
</tr>
<tr>
<td>a pass in a literacy course recognised by the QCAA (NRS Level 3 or above): or</td>
<td>a pass in a numeracy course recognised by the QCAA (NRS Level 3 or above): or</td>
</tr>
<tr>
<td>at least a Sound Level of Achievement in the Literacy strand of Authority registered Literacy and Numeracy: or</td>
<td>at least a Sound Level of Achievement in the Numeracy strand of Authority registered Literacy and Numeracy: or</td>
</tr>
<tr>
<td>at least a C on the Queensland Core Skills Test</td>
<td>at least a C on the Queensland Core Skills Test</td>
</tr>
</tbody>
</table>

*Some Certificate IIIs and VI are exempt and will attract less than 8 credits*

*Students studying a program consisting of only Authority-registered subjects must achieve at least a sound in 18 of the required 20 credits. Up to 2 from part-complete subjects may be Limited Achievement (Semester 1 or 2 only)
Choosing a Senior Pathway

At Proserpine State High School, our senior school curriculum program has been developed to provide a number of alternative pathways to meet the various needs of students. Students may choose a university (OP pathway), a vocational pathway, including the possibility of a school based traineeship or apprenticeship or an individual achievement program (QCIA).

Current trends have shown that after Year 12 one third of students go directly to university study, one third of students will go into the workforce and one third will continue training through traineeships, apprenticeships and TAFE courses. When choosing a senior pathway it is important to remember all learning and all subjects have value. All subjects provide a variety of skills that will equip students for entry into the workforce and further study and training.

If students are uncertain about a career pathway it is wise to choose a pathway that will keep several career options open.

### VOCATIONAL PATHWAY

For students who plan to undertake a TAFE course, an APPRENTICESHIP, TRAINEESHIP or GAIN EMPLOYMENT after completing Year 12.

**NOT OP ELIGIBLE**

But if the student decides at a later date that they would like to do tertiary study they can apply for a Selection Rank to assist with possible entry to TAFE or university.

- Must study six subjects (unless completing a school based apprenticeship or traineeship or other external course. To be negotiated with the principal).
- Must sit the QCS Test.
- English and Mathematics are compulsory subjects.

### UNIVERSITY PATHWAY

For students who plan on going to UNIVERSITY (and a limited number of TAFE courses) after completing Year 12.

**OP ELIGIBLE**

Used to rank students for university entrance. OP’s are rated 1 – 25 with 1 being the highest.

- Must study six authority subjects or five authority subjects and an authority registered subject or a certificate course. Students need to check the pre-requisite courses for their chosen university courses.
- Must sit the QCS Test.
- English and Mathematics are compulsory subjects.

### QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENTS (QCIA) (special entry only)

The Queensland Certificate of Individual Achievement (QCIA) is available to verify the achievements for students with disabilities on individualised learning programs in replace of the QCE.

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**University Bound - Bonus Rank Schemes**

A number of Queensland Universities operate Bonus Rank Schemes for Year 12 students applying to commence tertiary study at these universities. These schemes recognise achievement in a range of study areas. Bonus Ranks are applied by QTAC following the lodgement of a QTAC application at the end of Year 12. Bonus Rank Schemes can vary for each university so it is important to investigate each of the university admissions websites for current details of applicable bonus rank schemes.
Step 1 Understand the basic concepts
- Career decision making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one ‘ideal’ occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

Step 2 Look inwards – develop a profile of yourself
What do you want from a job? Think about it. Do you want to?
- Work with other people or by yourself
- Work outdoors or indoors
- Sit at a desk or be physically active
- Work with ideas or apply ideas (hands on) or do both
- Help people in some way
- Make a lot of money
- Be always learning on the job
- Have lots of variety and activity
- Have a structured, predictable workday
- Feel that the job you have is a secure job
- Work intensely on a project and see it through to the end
- Feel you are contributing to the community
- Work with particular things or people e.g. engines, animals, children, the elderly, etc.

What do you do best? What are your strengths? Are they in?
- Humanities, mathematics, science
- Working with ideas, words, things
- Working with people
- Working with your hands
- Working with computers or machines

What other things influence your decision? Perhaps:
- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- A physical or medical condition?

What occupational ideas have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites.
- myfuture – My guide [www.myfuture.edu.au](http://www.myfuture.edu.au)

Step 3 Look outwards – gather information
Read about the jobs in your occupational ideas list. The following resources will help you and explore the Guidance Officer website for more information.
- myfuture – The facts [www.myfuture.edu.au](http://www.myfuture.edu.au)
- jobguide is available online
- Tertiary Prerequisites – all Year 10s in Term 3 receive a copy

Evaluate the information you are reading. Does it fit with the profile you have developed of yourself in Step 2? Your eventual aim is to come up with three or four possible occupations that will give you satisfaction and will use your strengths.
Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents’, friends, your friends, parents, neighbours, etc.) and the Yellow Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples’ insights can sometimes help us clarify our thinking. Talk to people – the Guidance Officers, teachers, relatives and friends. Attend University Open Days and the Tertiary Studies Expo.

Step 4 Prioritise the jobs
By this time you should be able to put the jobs you have selected in order of your preference.

Step 5 Plan a training pathway
Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This information will now make it easier for you to start completing your Senior Education Training Plan (SETP).

Step 6 Act on your plan
Seek assistance from your Guidance Officers if you need help with this process.

Work Experience opportunities: Students have the opportunity to participate in work experience and work placement programs in industry areas of their interest. Work experience is an excellent way to start, if students are uncertain about specific careers. Students can then convert to a school-based apprenticeship or traineeship, once they are certain about their career direction or utilise the experience to assist in career goal setting.

Work Experience
Our school is committed to the provision of Work Experience for students as part of their education. It is designed to assist them to develop appropriate knowledge, skills and attitudes concerning both paid and unpaid work. Industry plays a key role in developing the specific skills required in the work place.

Structured Work Placement
Work placement is a component of a specific school subject. It is linked to outcomes. In Work Placements, you perform tasks and hands on duties in the work place. Structured Work Placement is available to students in years 11 & 12 who are enrolled in vocational subjects.

Benefits to you:
- You can get the feel of a work environment
- You will learn work skills to help you make decisions about your future career
- You will gain industry and social skills
- Your competencies can be credited to Traineeships and Apprenticeships
- You can develop a network with local employers

When and how can I apply?
Work Placement will be offered to you throughout the year, depending on your subjects. You can find out more, by visiting the Student Advisory Centre.

Work Experience
Work experience has the similar benefits as Structured Work Placement. Work Experience covers all industry areas and gives insight into particular career choices, but is not linked to a particular school subject. Work Experience is available to students in years 10, 11 & 12.
When and how can I apply?
Work Experience will be offered to you in the Easter, June and September school holidays. Alternatively students can complete work experience in the two week period of finishing the school year (while school is still in operation for our junior students). Contact the Senior Schooling and Industry Liaison Officer in B04 at the school for further details.

School Based Apprenticeships and Traineeships
How could I benefit from a school-based apprenticeship or traineeship?

- I can gain an industry recognised certificate as well as a Senior Statement and maybe a Tertiary Entrance Statement. I will also gain credits towards the QCE.
- I will receive training with a registered training organisation.
- I will be able to move more easily from school life into work.
- I will have a head start in the job market.
- I will gain firsthand experience in the industry.
- I will be paid for the time I spend at work.
- I can use my vocational qualification to get into tertiary education, such as diploma courses.

What do I do if I’m interested in a school-based apprenticeship or traineeship?

- Find out what school-based apprenticeships and traineeships there are to choose from. There are many new ones!
- Talk to people working in different jobs. Find out what skills they use and where they work.
- Talk with people in your school who can help with advice, such as the Senior Schooling HOD, Guidance Counsellor or Senior Schooling Liaison Officer.
- Get experience in the areas you are interested in through volunteer, part time or holiday jobs or through work experience or structured work placement.

Things for you to think about if you want a school based apprenticeship or traineeship:

- You can achieve an OP, QCE and do a school-based apprenticeship or traineeship.
- A school-based apprenticeship or traineeship requires a training agreement to be signed. This contract commits you and your employer to the apprenticeship or traineeship.
- You will be studying a vocational certificate course in addition to your school subjects, so be prepared for an extra workload.
- A school-based apprenticeship or traineeship has to impact your school timetable, meaning that paid employment and possibly training will be undertaken during normal school hours. It is your responsibility to catch up on the school work missed while at work.
- You may be completing your traineeship/apprenticeship after you have finished school.
- It is important that you are very sure about your goals and career plans before signing up.
- Selecting subjects that will help you with your traineeship or apprenticeship or that you need for further study after school.
- Transport to work and/or to training in and out of school hours may be an added cost.
- Sometimes the work involved will require you to get to different job sites.

When and how can I apply?
You can apply through your school until July of Year 12. Visit the Senior Schooling and Industry Liaison Officer in B04 to find out more information.

If you start early in Year 11, you may complete a school-based traineeship by the end of Year 12. If you have not finished by the end of Year 12, you must continue with your traineeship or apprenticeship until it is completed.

For more information on school-based traineeships and apprenticeships visit:
SUBJECT SELECTIONS

Year 10

During Year 10, students will be provided with subject options that are designed to aid in preparing students for specific subject choices in Year 11 and 12. Year 10 provides the unique opportunity of sampling Year 11 and 12 subjects in order to aid in Year 11 and 12 subject choices and completion. The subjects mandated in Year 10 are English, Mathematics, Science (a minimum of one semester), Humanities (a minimum of one semester) and Health and Physical Education. Students are recommended to select a number of semester unit subjects to give them an insight into the path ahead. It should be noted that there are prerequisites for subjects in Year 11. Students wanting to study a particular course in Years 11 and 12 should familiarise themselves with these prerequisites and the standards required.

From Year 10 to Year 11/12 Subject Choice

Within this document a number of mechanisms have been included to help you choose the most appropriate subject. These include:

- A subject specific flowchart that gives a suggested progression from Year 10 to Year 12. The flowchart is designed to help students examine a suggested pathway from subjects in Year 10 to final Year 11 and 12 subject choices. The flowchart does not show all possible pathways but gives students an outline of the suggested path.
- A brief outline for each subject available for study in Year 10.
- An outline of the Year 11 and 12 subjects available for study at Proserpine State High School. These descriptors contain a much greater depth of information.

Years 11 & 12

CLASSIFICATION OF SUBJECTS

Senior Subjects are grouped into three categories:

Authority Subjects contribute to your OP. All Authority subjects are weighted equally by the QCAA. School work programs in these subjects are based on QCAA syllabuses and have been accredited by the QCAA. In these subjects work will be classified as formative (in most subjects this will be Year 11 work) or summative assessment. Formative assessment means that this assessment does not contribute to your OP and in most subjects, this occurs in Year 11. Summative assessment means this contributes towards your OP and for most subjects this occurs in Year 12.

Authority-Registered Subjects do not contribute to the OP. They may include Study Area Specifications (SAS) from the QCAA or they may be initiated wholly by the school. Their work programs must still be accredited. Students are able to take a full set of Authority subjects, a full set of Authority Registered subjects, or any mixture of the two.

Vocational Pathways (VET): Opportunities exist for students to undertake a VET subject at school, start a school based apprenticeship, traineeship or TAFE/other external provider course while at school and this vocational pathway can be done in conjunction with Authority or Authority-Registered courses of study.

Advice for selecting your subjects

In order to maximise your performance and attain your goals you should study the subjects that you enjoy and do well at. It is all very well to keep all your options open by taking specific prerequisite subjects, however, by doing subjects that you find too difficult or that are not suited to you, you may actually reduce your options in terms of your results and consequently the OP or Selection Rank you achieve. If a university or TAFE course you want to do have a prerequisite subject you find too difficult at school, how will you be able to achieve what is required by that course at the university level?

It is highly recommended that students undertaking a non-OP course complete at least one VET course as their career planning is generally leading to a work environment at the end of Year 12.

You must also adhere to the following conditions:

- All students must study either English or English Communication.
- All students must study either Mathematics B, Mathematics A or Prevocational Mathematics.
- You may choose any combination of six subjects (including your English and Mathematics choices). The school will endeavour to give you your choices in preference order but there is no guarantee.
- Students wanting to study Mathematics C must also study Mathematics B.
- Students wanting to study Physics are strongly encouraged to study Mathematics B.
IN SUMMARY

Choose your subjects according to the following:
1. Subjects you enjoy.
2. Subjects in which you have done well e.g. gained the highest marks.
3. Subjects that you need as tertiary prerequisites, as listed in the Tertiary Prerequisites booklet. (Given to Year 10 students in Term 3).

Do not choose your subjects for the following reasons:
1. ‘Your friend is taking that subject’. In a school of this size, there are usually several classes in a subject, so even if you are doing the same subjects as your friend, you won’t necessarily be in the same class.
2. ‘You do/don’t like the teacher’. There is no guarantee that you will have any particular teacher.
3. ‘Someone told you that the subject is fun’. It may be enjoyable for someone but not necessarily for you. Make up your own mind.
4. ‘Someone told you that the subject is boring’. See point 3.
5. ‘Someone told you that you do/don’t need that subject for the course you want to take at university’. Check in Tertiary Prerequisites or see a Guidance Officer.

Choose very carefully.
At Proserpine State High School ‘blocks’ of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes therefore are not always possible and in any case are only permitted at certain times. Multiple subject changes in senior can also impact on both a student’s OP eligibility and QCE eligibility.

If you have any enquiries regarding information in this book please contact the relevant Heads of Department and/ or Deputy Principals, or discuss with the Guidance Officer.

Recommendations for Success in Year 11/12 Subjects
Prerequisites are requirements from each faculty for the successful completion of the subject. The school strongly recommends that students use them as minimum requirements for the required subject outcomes to be achieved.

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECTS</th>
<th>Prerequisites with Year 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11/12 Subject</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>C achievement in English and Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>C achievement in English and Science</td>
</tr>
<tr>
<td>Business Communication and Technology</td>
<td>C achievement in English and Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B achievement in Science. C achievement in English. It is also suggested that students undertake Mathematics B in Senior.</td>
</tr>
<tr>
<td>Drama</td>
<td>C achievement in English and preferably year 10 Drama</td>
</tr>
<tr>
<td>Economics</td>
<td>C achievement in English and Humanities subject</td>
</tr>
<tr>
<td>English</td>
<td>C achievement in English Extension</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>C achievement in English and preferably year 10 Film and Television</td>
</tr>
<tr>
<td>Geography</td>
<td>C achievement in English and Humanities subject</td>
</tr>
<tr>
<td>Graphics</td>
<td>C achievement in Graphics</td>
</tr>
<tr>
<td>Health Education</td>
<td>C achievement in English</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>C achievement in English and Mathematics</td>
</tr>
<tr>
<td>Japanese (by Distance Education)</td>
<td>C achievement in Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>C achievement in English and Humanities subject</td>
</tr>
<tr>
<td>Marine Science</td>
<td>C achievement in Science and English.</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>C achievement in Mathematics or Mathematics Extension</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>B achievement in Mathematics Extension or teacher recommendation.</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>B achievement in Mathematics Extension or teacher recommendation. Students must also undertake Mathematics B in Senior.</td>
</tr>
<tr>
<td>Modern History</td>
<td>C achievement in English and History</td>
</tr>
<tr>
<td>Music</td>
<td>C achievement in English and preferably Year 9 and 10 Music or Grade 4 AMEB in practical and theory components</td>
</tr>
<tr>
<td>Physical Education</td>
<td>C achievement in English and Physical Education Extension</td>
</tr>
<tr>
<td>Physics</td>
<td>B achievement in Science and C achievement in English. Students must also undertake Mathematics B in Senior.</td>
</tr>
<tr>
<td>Visual Art</td>
<td>C achievement in English and preferably Year 9 and 10 Art</td>
</tr>
</tbody>
</table>
## AUTHORITY-REGISTERED SUBJECTS

<table>
<thead>
<tr>
<th>Year 11/12 Subject</th>
<th>Highly Recommended Year 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquatic Practices</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>No recommendations. Work placement is mandatory. Year 10 introductory units would be an advantage.</td>
</tr>
<tr>
<td>English Communication</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Engineering Skills</td>
<td>C achievement in Metal Technology (Shop B)</td>
</tr>
<tr>
<td>Building &amp; Construction Skills</td>
<td>C achievement in Wood Technology (Shop A)</td>
</tr>
<tr>
<td>Prevocational Mathematics</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Recreational Studies</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Science in Practice</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Social and Community Studies</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Visual Art Studies</td>
<td>No recommendations</td>
</tr>
</tbody>
</table>

## VET SUBJECTS

<table>
<thead>
<tr>
<th>Year 11/12 Subject</th>
<th>Highly Recommended Year 10 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Business (BSB20115)</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Certificate II/III in Hospitality (SIT20212)</td>
<td>Recommend involvement in prior hospitality/home economics subjects. There needs to be a commitment to working in BOTH theoretical &amp; practical (work placement of 12+ functions) aspects of the course. (NOTE: externally provided so additional costs – see subject description for further information)</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology (ICT20115)</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Certificate II in Engineering Pathways</td>
<td>Merit selection via application – minimum of a B achievement in Metal Technology or teacher recommendation. There needs to be a commitment to working in BOTH theoretical &amp; practical (work placement) aspects of the course</td>
</tr>
<tr>
<td>Certificate II in Rural Operations</td>
<td>Merit selection via application – minimum of B achievement in behaviour and industry and competency in the Certificate I in Agrifood Production if enrolled in this course during year 10.</td>
</tr>
<tr>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>No recommendations</td>
</tr>
<tr>
<td>Certificate III in Early Childhood Education and Care (CHC30113)</td>
<td>C in English and Year 10 Early Childhood would be an advantage. Requires 2 subject lines of study. There needs to be a commitment to working in BOTH theoretical &amp; practical (work placement of 120+ hours) aspects of the course. (NOTE: externally provided so additional costs – see subject description for further information)</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>C achievement in English and B achievement in Health &amp; Physical Education or Physical Education Extension</td>
</tr>
</tbody>
</table>

*Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.*
Process of Subject Selection

1. Students will receive a Subject Selection Flyer and key information.
2. Students will be issued with a Subject Selection Form. This will be completed online through their OneSchool account. Subject Selection Handbooks will be available from the school website.
3. Students may seek counselling from teachers, Administration members and our Guidance Officer to ensure they create a “balanced” program of study that maximises future options.
4. The subject selection form must be entered into OneSchool by the due date. (Placements will be considered on the number allocation of individual returns.)
5. Course availability will depend on the balance of student demand, teacher availability and resource availability.

Key contacts for any queries regarding subject selection are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Don McDermid</td>
<td>Principal – Senior School</td>
</tr>
<tr>
<td>Mrs Sharon Rudinski</td>
<td>Guidance Officer</td>
</tr>
<tr>
<td>Ms Kellie Klupfel</td>
<td>Head of Department – Senior Schooling, Home Economics</td>
</tr>
<tr>
<td>Mrs Nicole Jolley</td>
<td>School Based Traineeships/Apprenticeships/Work Experience (Senior Schooling and Industry Liaison Officer)/Distance Education Coordinator</td>
</tr>
<tr>
<td>Mrs Corinne Raiteri</td>
<td>Head of Department – English and LOTE (Japanese)</td>
</tr>
<tr>
<td>Mr Rod Wecker</td>
<td>Head of Department – Mathematics</td>
</tr>
<tr>
<td>Ms Michelle Wild</td>
<td>Acting Head of Department – Science/Marine</td>
</tr>
<tr>
<td>Mrs Glynis Nicolson</td>
<td>Head of Department – Humanities &amp; Social Sciences</td>
</tr>
<tr>
<td>Mr Andrew Cox</td>
<td>Head of Department – Health &amp; Physical Education</td>
</tr>
<tr>
<td>Mr Ben Whybird</td>
<td>Head of Department – Industrial, Technology &amp; Design/Agriculture</td>
</tr>
<tr>
<td>Mrs Deb Brown</td>
<td>Head of Department – Business and Technology</td>
</tr>
<tr>
<td>Mrs Jenny Napier</td>
<td>Head of Department – The Arts</td>
</tr>
<tr>
<td>Ms Marijke Kuypers</td>
<td>Head of Department – Quality Teaching and Learning</td>
</tr>
<tr>
<td>Ms Rosin Connelly</td>
<td>Head of Special Education</td>
</tr>
</tbody>
</table>
CURRICULUM ORGANISATION

Transition into the Senior Phase of Learning begins in Year 10 and includes the two years after Year 10. Year 10 is considered as part of Senior Secondary schooling and is a preparation for the Senior Years of 11 and 12. This sets Year 10 as an important juncture in young people’s schooling life.

Year 8 and 9 curriculum is set with a Junior Secondary teaching context.
Year 10, 11 and 12 curriculum is set for students to work towards a Queensland Certificate of Education (QCE)
Subjects offered in Year 11 and 12 are a combination of:

- **Authority subjects** based on syllabuses that have been approved and issued by the QCAA. Results in authority subjects can count in the calculation of OPs and FPs (necessary for tertiary entry).
- **Authority-registered subjects** are developed from Study Area specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs.
- **VET courses**: these subjects offer Nationally Recognised Qualifications

### YEAR 8 SUBJECTS
- English
- Mathematics
- Science
- Humanities
- HPE
- LOTE
- Arts
- Technologies
- Business Studies
- Digital Technologies
- Other

### YEAR 9 SUBJECTS
- English
- Mathematics
- Science
- Humanities
- HPE
- LOTE
- Arts
- Technologies
- Business Studies
- Digital Technologies
- Other

### YEAR 10 SUBJECTS
- English
- Mathematics
- Science
- Humanities
- HPE
- LOTE
- Arts
- Technologies
- Business Studies
- Digital Technologies
- Other

### YEAR 11 & 12 SUBJECTS
- OP Subjects
- SAS Subjects
- VET courses

### YEAR 10 – 12
- External or Non-School Mode options (some courses only Year 11/12)

<table>
<thead>
<tr>
<th>Year 8 Subjects</th>
<th>Year 9 Subjects</th>
<th>Year 10 Subjects</th>
<th>Year 11 &amp; 12 Subjects</th>
<th>Year 10 – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English Extension</td>
<td>Mathematics A</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Extension</td>
<td>Mathematics B</td>
<td>Mathematics C</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Biology Chemistry Physics Science in Practice</td>
<td>Biology Chemistry Physics Marine Science Health Education</td>
<td>Science in Practice Aquatic Practices</td>
</tr>
<tr>
<td>Humanities</td>
<td>History and Geography Economics and Business, Civics and Citizenship</td>
<td>History Modern and Ancient History Geography Economics and Business Legal Studies Social and Community Studies</td>
<td>Modern History Geography Legal Studies Economics Social and Community Studies</td>
<td></td>
</tr>
<tr>
<td>HPE</td>
<td>HPE</td>
<td>Physical Education Extension Physical Education Extension Recreational Studies</td>
<td>Physical Education Recreational Studies</td>
<td>Certificate III in Fitness</td>
</tr>
<tr>
<td>LOTE</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese (by Distance Education)</td>
<td>Visual Art in Practice</td>
</tr>
<tr>
<td>Arts</td>
<td>Art</td>
<td>Drama Music</td>
<td>Art Drama Music Film, Television and New Media</td>
<td>Visual Art Drama Music Film, Television and New Media</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Food Technology</td>
<td>Textile Technology Health and Nutrition</td>
<td>Nutrition Hospitality Home Economics Early Childhood</td>
<td>Early Childhood Studies Certificate II in Hospitality (11/12 only) Certificate III in Early Childhood Education and Care (11/12 only)</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Certificate I in Agrifood Operations</td>
<td>Certificate II in Skills for Work &amp; Vocational Pathways Certificate II in Rural Operations (11/12 only)</td>
<td>Available through external trainers – see Guidance Officer</td>
<td></td>
</tr>
</tbody>
</table>
Additional Learning Pathways

School Of Distance Education

With ever increasing demands on our school’s curriculum it is not possible to meet all the subject choices of students. To bridge this shortfall Education Queensland offers an increasing range of subjects via computers through the Schools of Distance Education. The subjects are the same standard as offered at our school with a range of Authority (OP), Authority Registered (non OP), school and VET subjects. Distance Education will charge students school fees for subjects undertaken.

Who could benefit from eLearning method?
- Students who need a subject for their career path that is not offered at our school.
- Students who have a clash of subjects on their timetable.
- Students must be self-disciplined and independent learners who can work with a minimum of close supervision.

Year 10 Subject offering

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Other</th>
<th>Languages</th>
<th>VET Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Civics Citizenship</td>
<td>Chinese</td>
<td>Certificate I in Business</td>
</tr>
<tr>
<td>Business/Technology</td>
<td>Graphics</td>
<td>French</td>
<td>Certificate I in Digital Media and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German</td>
<td>Certificate I in Access to Vocational Pathways</td>
</tr>
<tr>
<td>Economics</td>
<td>Music</td>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

Year 11/12 Subject offering

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Social Sciences</th>
<th>Languages</th>
<th>VET Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevocational</td>
<td>Biology</td>
<td>Ancient History</td>
<td>English</td>
<td>Certificate I/I/III in Business</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Chemistry</td>
<td>Economics</td>
<td>Communication</td>
<td>Certificate I/I in Information,</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Physics</td>
<td>Geography</td>
<td>English Extension (Yr 12 only)</td>
<td>Digital Media and Technology</td>
</tr>
<tr>
<td>Mathematics B</td>
<td></td>
<td>Legal Studies</td>
<td>Chinese</td>
<td>Certificate III in Early Childhood, Education</td>
</tr>
<tr>
<td>Mathematics C</td>
<td></td>
<td>Modern History</td>
<td>French</td>
<td>Care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophy &amp;</td>
<td>German</td>
<td>Certificate II in Accounts, Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reason</td>
<td>Indonesian</td>
<td>Certificate I in Access to Vocational Pathways</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Japanese</td>
<td>(students with significant learning issues)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Korean</td>
<td>Certificate IV in Justice Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spanish</td>
<td>Certificate I in Access to Vocational Pathways</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Certificate II in Rural Operations</td>
</tr>
</tbody>
</table>

*Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.*

Traineeships & Apprenticeships:

School-Based Traineeships & Apprenticeships (SATs): SATs can be a great start to a young person’s career and a full range of students are selecting this option as part of their senior years. Refer to the section earlier in guide for more detail or see the Senior Schooling and Industry Liaison Officer in B4.

Other External Courses:

Students may choose to enroll in an externally provided course. This is a good option if you are a self-directed learner and wish to undertake a Certificate course not provided at the school. The student is responsible for any enrolment fees and approval must be gained from the school if you wish for this course to be included as one of your subjects.

Tertiary Subjects in Senior:

Students are able to study a university course in Year 11 and 12 through a number of Queensland universities. The universities have their own individual programs with unique entry requirements, time frames, course (subject) offerings and pathway outcomes. Most universities require students to be achieving at a B standard or above and require support from the school.
Some advantages:

- Students may receive guaranteed entry to the university program on successful completion of the course (this is not at all universities or relevant for all university programs).
- Focused learning in an area that you are really interested in.
- Receive a bonus point towards your Queensland Certificate of Education.

Some of the challenges:

- Finding the extra time in your week to study for and complete, university subjects on top of your school academic and co-curricular commitments.
- Meeting university deadlines with no reminding by teachers.
- Not successfully completing the university course and being disappointed with your results.

See the Guidance Officer for more information on courses and the application process.
## Year 11/12 Subject Information

**What Learning Programs are available?**

<table>
<thead>
<tr>
<th>YEAR 11 &amp; 12 SUBJECTS</th>
<th>OP Subjects</th>
<th>SAS Subjects</th>
<th>VET courses</th>
<th>External or Non-School Mode options (Senior School –year level varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English Communication</td>
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<tr>
<td><strong>Mathematics A</strong></td>
<td>Mathematics A</td>
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<td><strong>Mathematics B</strong></td>
<td>Mathematics B</td>
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<td><strong>Mathematics C</strong></td>
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<tr>
<td><strong>Biology</strong></td>
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<tr>
<td><strong>Chemistry</strong></td>
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<tr>
<td><strong>Health Education</strong></td>
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<tr>
<td><strong>Marine Science</strong></td>
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<tr>
<td><strong>Physics</strong></td>
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<tr>
<td><strong>Modern History</strong></td>
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<tr>
<td><strong>Geography</strong></td>
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<tr>
<td><strong>Legal Studies</strong></td>
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<tr>
<td><strong>Economics</strong></td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
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<td>Certificate III in Fitness</td>
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<tr>
<td><strong>Japanese (by Distance Education)</strong></td>
<td>Japanese (by Distance Education)</td>
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<tr>
<td><strong>Visual Art</strong></td>
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<td>Visual Art in Practice</td>
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<tr>
<td><strong>Drama</strong></td>
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<td><strong>Music</strong></td>
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<tr>
<td><strong>Film, Television and New Media</strong></td>
<td>Film, Television and New Media</td>
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<tr>
<td><strong>Graphics</strong></td>
<td>Graphics</td>
<td>Engineering Skills</td>
<td>Certificate II in Engineering MEM20105 (limited entry and application) Certificate II in Electro Technologies (limited entry and application)</td>
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<td></td>
<td>Building and Construction Skills</td>
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<tr>
<td><strong>Early Childhood</strong></td>
<td>Early Childhood</td>
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<td>Certificate II/III in Hospitality (11/12 only) Certificate III in Early Childhood Education and Care (11/12 only)</td>
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<tr>
<td><strong>Accounting</strong></td>
<td>Accounting</td>
<td></td>
<td>Certificate II in Information, Digital Media &amp; Technology Certificate II in Business</td>
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<tr>
<td><strong>Business, Communication &amp; Technology</strong></td>
<td>Business, Communication &amp; Technology</td>
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<tr>
<td><strong>Information Technology Systems</strong></td>
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<td></td>
<td></td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td></td>
<td>Certificate courses available through external trainers – see Guidance Officer</td>
</tr>
</tbody>
</table>

*It is highly recommended that students undertaking a non-OP course complete at least one VET course as their career planning is generally leading to a work environment at the end of Year 12.*

Many of the courses offered in the Non-School Mode or External options attract fees as determined by the external Training Organisation.

Courses which attract insufficient numbers may be moved to External or Virtual Schooling (BSDE) mode.
Accounting

Subject Description
Accounting is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources. The course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment.

The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

The changing processes of accounting practice are recognised, especially with respect to the development and use of new information and communication technologies (ICTs). Students will use information technology to enable them to apply the accounting process in business. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

The learning experiences often present students with realistic accounting situations and encourage them to develop their knowledge and skills and express their opinions about accounting situations.

Course Content
During the course, students may study:
- principles of double-entry accounting
- accrual accounting and accounting for the GST
- accounting packages
- control of the major financial elements of a business — cash, credit transactions, inventories and non-current assets
- preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports
- analysis and interpretation of financial and company reports
- personal financing and investing

Assessment Summary
The exit standards are described in terms of
- Knowledge and procedural practices
- Interpretation and evaluation
- Applied practical processes

Knowledge and procedural practices requires students to explain and apply fundamental accounting concepts and procedures to a broad range of accounting information. Interpretation and evaluation requires students to analyse a variety of accounting situations, develop logical arguments and communicate a justified position. Applied practical processes require students to synthesise challenging practical accounting situations by recording, processing and reporting accounting information.

Assessment techniques used include those requiring short and/or extended responses and the demonstration of practical accounting processes, research assignments, projects, letters of advice and business reports.

Homework Requirements
Students will be required to complete homework and unfinished tasks outside of class time. Little school time is lost attending excursions.

Resources/Stationery Requirements
External drive (i.e. USB/HDD), Document wallet
Access to a computer during school time and at home is essential

Career Paths/Employment Opportunities
The course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and possible employment within the accounting, finance, tax, business and/or advisory fields

Prerequisites
C achievement in English and Mathematics.
Completing Business Studies in junior may assist students with some concepts, however this is not mandatory.
Fundamental concepts and understandings are covered in semester 1. It is recommended students wishing to study accounting begin the course at this time. Any student transferring into accounting after semester 1 may be disadvantaged.
## Aquatic Practices

### Subject Description
Aquatic Practices incorporates a study of the sea, inland waters and associated catchment areas. Since Australia is an inland nation with the majority of its population living along its coastline or inland waters, this study area is interesting and relevant to many students in Queensland.

### Course Content
The program of study includes the following core topics:
- **Fishing Rod;** Construction of a fishing rod
- **Waterways and Marine life;** Estuaries and marine life, small sea creatures, estuarine study and organism classification
- **Safety at Sea:** Fire safety, abandon ship, safe use of flares, survival craft procedures
- **Snorkelling;** Safety and equipment maintenance, influence of weather and tides, ID of organisms, habitats and ecosystems, scientific principles of buoyancy and flotation
- **Boating;** Working safely on water, wether and tides, equipment maintenance and operation, navigation skills, introduction to boat design and propulsion systems
- **Aquaculture;** Establishing an aquatic ecosystem, career and business opportunities, importance of water quality and nutrition
- **Marine Radio;** Safe operation of marine radio, correct procedures, care and maintenance, types of marine radio
- **Food from the sea;** Conservation and use of aquatic resources as food sources, career opportunities in fishing and seafood preparation, safe seafood preparation and handling techniques

### Assessment Summary

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Project:</strong> written component planning and reflective evaluation 400-700 words. Performance.</td>
<td><strong>Project:</strong> Planning and evaluation of boating trip 500-900 words Performance</td>
</tr>
<tr>
<td><strong>Investigation:</strong> Factors impacting water quality of an estuarine aquatic ecosystem &amp; organism classification</td>
<td><strong>Investigation:</strong> Factors impacting water quality of a closed aquatic ecosystem. Written report 600-1000 words</td>
</tr>
<tr>
<td><strong>Examination:</strong> 70 mins, short response 50-250 words Performance</td>
<td><strong>Examination:</strong> 70 mins, short response 50-250 words</td>
</tr>
<tr>
<td><strong>Examination:</strong> from the ocean to the plate Menu plan; 500-900 words Performance.</td>
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</tbody>
</table>

### Homework Requirements
Regular homework will be set to support assignments and work completed in class, as well as revision and study in preparation for exams.

### Resources/Stationery Requirements
1 X 28 page exercise book
Laptop; required for assessment, homework and in class tasks

### Career Paths/Employment Opportunities
The skills developed are relevant to employment in the marine industry and may form the basis of further training and education, e.g. recreation and tourism, Certificate in Marine Operations (Coxswain) etc…

### Prerequisites
There are no pre-requisites for entry into Aquatic Practices

## Biology

### Subject Description
Biological science is the scientific study of living things. It provides students with knowledge of the diversity and complex interactions within and between organisms, and provides insight and skills in scientific investigation. Biological science has great relevance in allowing students to foresee the consequences for the living world of their own and society’s activities.

### Course Content
Biological Science is a study of the natural systems of the living world. The major areas within Biological Science include:
- the diversity of living organisms
- ecology
- physiology
- genetics and biotechnology
- reproduction and growth and development
- scientific theories relating to the origin and evolution of the species
- human interaction with the living world.

### Assessment Summary
Students of Biological Science are exposed to a wide variety of learning experiences. The course places considerable emphasis on practical work conducted within the laboratory and in the field. Written Tests together with Field Study Reports, Extended Response Assignments and Extended Experimental Investigations are used to determine the progress of students. In all of these assessment tasks, an individual student’s level of achievement is rated according to a combination of the following criteria: Understanding Biology (UB), Investigating Biology (IB) and Evaluating Biological Issues (EBI).

### Homework Requirements
A minimum of 5 hours per week of set homework, revision and assignment work will be required for a student to achieve a reasonable grade in Biology.

### Resources/Stationery Requirements
1 x 128page exercise book or
1 ring binder with loose leaf paper
Laptop needed for assessment and classwork

### Career Paths/Employment Opportunities
The study of Biology could lead to many exciting areas of employment which include nursing, teaching, marine biology, environmental and conservation studies, pathology, medical, veterinary-agricultural studies, and pharmacy.

### Prerequisites
C achievement in English and Science
## Building & Construction Skills

### Subject Description
The Construction course provides opportunities for the development of basic skills that may be required in construction industries.

### Course Content
- Apply OHS Requirements, Policies & Procedures
- Read & Interpret Plans & Specifications
- Use Construction tools and equipment
- Carry out Measurements & Calculations

### Assessment Summary
- Practical work
- Written responses
- Teacher questioning
- Observations
- Log book entries

Students are required to get a white card. Cost for students - $40.

### Homework Requirements
- Study of theory elements for tests

### Resources/Stationery Requirements
- Safety glasses which must be worn at all times
- Impervious footwear

### Career Paths/Employment Opportunities
- Construction industry

### Prerequisites
- Year 10 Wood Technology - Minimum C standard

## Business Communication and Technology

### Subject Description
Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. BCT fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

Business Communication and Technologies requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

### Course Content
BCT encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives.

The underpinning practices of BCT are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills. Both business communication and business technologies will be integral in the topics of study. Topics of study include:
- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Social media

### Assessment Summary
On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information, the exit criteria and standards for this course.

The exit criteria are:
- **Knowing and understanding business** involves the retrieval, comprehension and use of information and skills associated with selected topics of study and underpinning practices, to develop an understanding of business knowledge.
- **Investigating business issues** involves exploring and dissecting business data and information to identify and analyse business issues.
- **Evaluating business decisions** involves communicating and synthesising understandings gained to make judgments about the performance of businesses. This dimension involves drawing conclusions, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

Assessment techniques may include short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations and reports may also be used.

### Homework Requirements
- Student will be required to complete homework and unfinished tasks outside of class time. Some assessment instruments are demanding and will require additional time at home in order for the student to succeed.

### Resources/Stationery Requirements
- External drive (i.e. USB/HDD), document wallet
- Access to a computer during school time and at home is essential

### Career Paths/Employment Opportunities
A significant feature of BCT is its relevance to future pathways, as it provides useful knowledge and competencies for life. It is an excellent foundation for students interested in tertiary study and for their future employment. This subject may lead to employment in areas such as business administration, events administration, workplace health and safety or tertiary study in the field of business, business management, accounting, events management and human resources.

### Prerequisites
- C achievement in English and Mathematics
**Certificate II in Business (BSB20115)**

**Subject Description**
This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision. The course provides the opportunity to learn a range of business procedures and become proficient in office technology along with how to deal with customers and clients.

**Course Content**
In Certificate II, students will study one mandatory core module and will choose eleven elective modules (a total of 12 modules).

**Core Unit**
- BSBWHS201 Contribute to health and safety of self and others
- BSBCUS201 Deliver a service to customers
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBCM201 Communicate in the workplace
- BSBITU201 Produce simple word processed documents
- BSBITU202 Create and use spreadsheets
- BSBITU203 Communicate electronically
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- BSBWOR203 Work effectively this others
- BSBWOR204 Use business technology
- ICAICT203 Operate application software packages
- ICAICT205 Design basic organisational documents using computing packages.
- ICAICT207 Integrate commercial computing packages.
- ICWEB201 Use social media tools for collaboration and engagement

**Assessment Summary**
Assessment will be undertaken using a hands-on approach. Students will complete units of competency which demonstrate, at a particular point in time, that students are working towards gaining competency in modules leading to either a Certificate II in Business.

Assessment in this subject is undertaken through a series of assessment pieces, which may include: Activities, Projects, Teacher Questioning, Written Responses (including tests), Observation Checklists, and Work Placement.

**Homework Requirements**
No specific out of school tasks are set but the expectation is that course material may need to be completed out of school hours.

**Resources/Stationery Requirements**
Ear phones, External drive (i.e. USB/HDD)
Access to a computer during school time and at home is essential

It is essential that students comply with the school’s acceptable computer network policy. This course has a strong emphasis on computer technology. If students lose computer access, achievement of results could be affected.

**Career Paths/Employment Opportunities**
Certificate II in Business is usually a two-year course. Students are able to apply for RPL (recognised prior learning) and/or credit transfer for some units completed in other Cert courses, which may mean that the Certificate II could be completed in less than 2 years.

QCE points for Certificate II: 4 points

This course prepares individuals for an entry level position in business. After achieving this qualification, students may undertake a Certificate III in Business from an external RTO or possibly work in a range of fields including administration assistant, clerical worker, data entry operator, office junior, receptionist, information desk clerk.

**Prerequisites**
Nil

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Information correct at time of publication but can be subject to change.
Certificate II in Hospitality (SIT20212)
(in conjunction with Barrier Reef Institute of TAFE, with possibility to continue to Certificate III in Hospitality)

RTO No. 0542

Subject Description
The Certificate in Hospitality and Events are designed to reflect the role of hospitality employees who perform a range of activities and functions requiring basic operational knowledge to work in the hospitality industry in front line capacity. The course will give you the ability to be multi-skilled across more than one functional area of hospitality and events industry – i.e. Operations (food, beverage), cookery or a combination of both. Over 18 months of study students may elect to complete a ‘Double Treat’ program obtaining both Certificate II in Hospitality and Certificate III in Hospitality. Please be aware under the new Vet in Schools policy, students wishing to continue their studies into Certificate III in Hospitality will have to pay Fee For Service costing. This costing is yet to be finalised. This program is delivered face-to-face, one day per week.
Fees for this course are paid directly to TAFE. Fees are approximate at this time and to be finalised. Certificate II in Hospitality will cost approximately $350.00.

Important Course Information:
COST – will depend on the certificate selected. Two year course fees to be paid in semester instalments to TAFE upfront. Plus transport costs to and from TAFE throughout the course. COSTING of certificates still to be finalised with TAFE. Resource Hire Scheme to be paid.

Course Content

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
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<tbody>
<tr>
<td><strong>Year 11</strong></td>
<td><strong>Complete Certificate II requirements OR</strong></td>
</tr>
<tr>
<td>Participate in Safe Work Practices</td>
<td>Commence Certificate III in Hospitality</td>
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<tr>
<td>Use Hygienic Practices for Food Safety</td>
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<td>Prepare and serve non-alcoholic beverages</td>
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<tr>
<td>Prepare and serve espresso coffee</td>
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<tr>
<td>Work Effectively with Others</td>
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<tr>
<td>Use Hospitality Skills Effectively (LOG BOOK)</td>
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<tr>
<td><strong>Year 12</strong></td>
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<tr>
<td>Source and Use Information on the Hospitality Industry</td>
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<tr>
<td>Financial Transactions</td>
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<td>Interact with Customers</td>
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<td>Prepare Sandwiches</td>
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<tr>
<td>Produce Appetisers and Salads</td>
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<tr>
<td>Use Hospitality Skills Effectively Logbook – continue from Semester 1</td>
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</tbody>
</table>

Homework Requirements
Students will have set activities related to competencies and assessment to complete. Computer use: regular

Assessment Summary
Assessment will be competency based. Methods used to gather evidence that learning has taken place and reached the desired standards could include:
- Tests and written responses
- Presentations
- Practical activities
- On-the-job tasks where applicable.

Industry experience: 12+ services must be performed in a hospitality venue (restaurant/function centre or separate events involving food and beverage service or food preparation and service).

Students need own transportation to and from these functions and are expected to organise their schedules to work in with these functions.

As part of their training students MUST participate in the “Espresso to Excellence” program including training sessions at Whitsunday Gold Coffee Farm and a minimum of one (1) “Espresso to Excellence” function per semester. These may include weekend and evening functions at or outside school and during or after school hours. This valuable experience can be counted as a function in student’s TAFE log books.

Resources/Stationery Requirements
See Resource/Stationery Requirement List
$25 uniform hire fee annually for chefs uniform

On transport to and from TAFE/functions and home/school
What do I wear?
- Industry Placement: Black pants/skirt, a black shirt, with black closed in non-slip shoes
- On Campus Classroom/Bar/Restaurant: Full school uniform singlet tops) with closed in non-slip shoes
- On Campus Kitchen: Chefs uniform - White T Shirt, Hair Net, Apron, Chefs Pants and leather closed in non-slip shoes – b shoes, casual shoes or anything similar will not be accepted you will not participate in the class in the kitchen without you uniform – NO EXCEPTIONS

Career Paths/Employment Opportunities
On completion of this course graduates can expect to gain employment as a waiter or bar attendant in restaurant, café or hotel, events assistance, possibility to move into a chef’s apprenticeship.

What additional studies will it lead me to?
SIT30712 Certificate III in Hospitality
SIT50312 Diploma in Hospitality
Certificate II contributes: 4 points
Certificate III contributes: 8 points

Prerequisites
Year 10 Hospitality/ Home Economics units would be an advantage.

There needs to be a commitment to working in BOTH theoretical & practical (work placement of 12+ functions) aspects of the course. Participation in Espresso to Excellence functions mandatory commitment.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Information correct at time of publication but can be subject to change.
Certificate II in Information and Digital Media Technology (ICT20115)  

RTO No. 30338

Subject Description
This entry level qualification is designed to provide the skills and knowledge required to use information computer technology (ICT) in any industry. A range of basic skill areas are covered including communication, information technology, digital literacy and computer maintenance. General computing and employment skills will be gained that enable participation in an information technology environment.

Certificate II in Information, Digital Media and Technology aims to help students gain:
- skills and knowledge as used in an information technology/office environment
- ability to use a range of software tools to complete typical computing tasks
- improved ability to communicate, access and present data, using information technology
- valuable employability skills

Course Content
Depending upon the number of students selecting the subject, IDMT may be a composite class.

Certificate II, students will study seven mandatory core modules and will choose seven elective modules (a total of 14 modules).

Core Units
- BSBSWH510 Contribute to health and safety of self and others
- BSBSUS510 Participate in environmentally sustainable work practices
- ICAICT201 Use computer operating system and hardware
- ICAICT202 Work and communicate effectively in an IT environment
- ICAICT203 Operate application software packages
- ICAICT204 Operate a digital media technology package
- ICASAS201 Use social media tools for collaboration and engagement

Choose 7 electives from the following offerings
- CUAAAN301 Create 2D digital animations
- CUASOU202 Perform basic sound editing
- ICAICT205 Design basic organisational documents using computing packages
- ICAICT206 Install software applications
- ICAICT207 Integrate commercial computing packages
- ICASAS202 Apply problem-solving techniques to routine malfunctions
- ICASAS201 Create a simple mark-up language document
- ICASAS202 Use social media tools for collaboration and engagement
- ICASAS203 Produce digital images for the Web
- ICASAS206 Detect and protect from spam and destructive software
- ICASAS201 Run standard diagnostic tests
- BSBITU301 Produce electronic presentations
- BSBITU201 Produce simple word processed documents
- BSBITU202 Participate in environmentally sustainable work practices
- BSBWH510 Contribute to health and safety of self and others
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Assessment Summary
Assessment will be undertaken using a hands-on approach. Students will complete units of competency which demonstrate, at a particular point in time, that students are working towards gaining competency in modules leading to either a Certificate II in Information, Digital Media and Technology.

Assessment in this subject is undertaken through a series of assessment pieces, which may include: Teacher Questioning, Written Responses (including tests), Observation Checklists, Activities, Simulations, Projects, and Work Placement.

Completion of Cert I will gain 2 points for QCE
Completion of Cert II will gain 4 points for QCE

Certificate II in Information, Digital Media and Technology is usually a two-year course. Students are able to use a Certificate I as a pathway to a Certificate II, and are able to apply for RPL (recognition of prior learning) and/or credit transfer for some units, which may mean that the Certificate II could be completed in less than 2 years.

Homework Requirements
No specific out of school tasks are set but the expectation is that course material may need to be completed out of school hours

Resources/Stationery Requirements
Ear phones, External drive (i.e. USB/HDD), Document Wallet (cardboard), access to a computer during school time and at home is essential.

It is essential that students comply with the school’s acceptable computer network policy. This course has a strong emphasis on computer technology. If students lose computer access, achievement of results could be affected.

Career Paths/Employment Opportunities
Pathways from the qualification
ICA30115 Certificate III in Information, Digital Media and Technology, or a range of other Certificate III qualifications.

The subject benefits students intending to work in a small business or office environment, or considering a TAFE course at the end of Year 12.

Employment possibilities could include office assistant, keyboard operator, records assistant, junior office support, providing digital literacy skills for a wide range of industry occupations.

Prerequisites
Nil.

Students who have completed Computer Education in junior may wish to continue with these interests by studying this subject.

Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

Information correct at time of publication but can be subject to change.
## Certificate II in Rural Operations (AHC21210)

- **Certificate II in Rural Operations (AHC21210)**
- In conjunction with Registered Training Organization Rural Training Qld (formerly known as Australian Agricultural Corporation)
- RTO No. 31258

### Subject Description
AHC21210 Certificate II in Rural Operations is a two year course developed to lead students into rural industries. To achieve this qualification, students need to achieve competency in fifteen of the units delivered. The units delivered will vary depending on the necessary resources available.

### Course Content
Changes in available resources may lead to variations in the units delivered.

<table>
<thead>
<tr>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCOHS201A – Participate in OHS processes</td>
</tr>
<tr>
<td>AHCWRK209A – Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCBAC201A – Assist agricultural crop establishment</td>
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<tr>
<td>AHCBAC202A – Assist agricultural crop maintenance</td>
</tr>
<tr>
<td>AHCBAC203A – Assist agricultural crop harvesting</td>
</tr>
<tr>
<td>AHCINF201A – Carry out basic electric fencing operations</td>
</tr>
<tr>
<td>AHCINF202A – Install, maintain and repair fencing</td>
</tr>
<tr>
<td>AHCINF203A – Maintain property and structures</td>
</tr>
<tr>
<td>AHCINF204A – Fabricate and repair metal or plastic structures</td>
</tr>
<tr>
<td>AHCLSK210 – Muster and move livestock</td>
</tr>
<tr>
<td>AHCMOM202A – Operate Tractors</td>
</tr>
<tr>
<td>AHCMOM203A – Operate basic machinery and equipment</td>
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<tr>
<td>AHCMOM204A – Undertake operational maintenance of machinery</td>
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<tr>
<td>AHCMOM205A – Operate vehicles</td>
</tr>
<tr>
<td>AHCMOM212A – Operate quad bikes</td>
</tr>
<tr>
<td>AHCAIS201A – Assist with artificial insemination</td>
</tr>
<tr>
<td>AHCBAC205A – Operate cane haulage vehicle</td>
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<tr>
<td>AHICIRG202A – Assist with the operation of pressurised irrigation</td>
</tr>
<tr>
<td>AHCCCM201A – Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCCCH201A – Treat weeds</td>
</tr>
<tr>
<td>AHCCCM202A – Treat plant pests, disease, disorders</td>
</tr>
<tr>
<td>AHCLSK216A – Prepare livestock for competition</td>
</tr>
<tr>
<td>AHCLSK217A – Plan to exhibit livestock</td>
</tr>
</tbody>
</table>

This would run for one full day a week over the two year course. It is the student’s responsibility to catch up with work from other subjects.

### Assessment Summary
Students are assessed using a variety of techniques including written assignments, written tests, log book, demonstrations, observations and oral presentations. This will be completed during the two year course of study. Students who demonstrate competence across at least 15 units will receive a Certificate II in Rural Operations.

### Resources/Stationery Requirements
- Safety glasses, pencil, impervious footwear, hat, gloves, school laptop (significant online course content).

### Homework Requirements
- Study of theory elements for tests.

### Career Paths/Employment Opportunities
Obtaining a Certificate II in Rural Operations provides a foundation to a career in all aspects of rural industries. Other potential regional sector industries may also include local government, transport, construction, and community services.

### Prerequisites
- Payment of $150 (paid to school)
- Merit selection via application – minimum of B achievement in behaviour and industry and competency in the Certificate I in Agrifood Production if enrolled in this course during year 10.

Information correct at time of publication but can be subject to change.
Certificate II in Skills for Work and Vocational Pathways  
(FSK20113)  

**Subject Description**  
This course gives students an understanding of fundamental workplace skills and provides them with opportunities for development of appropriate life skills to assist them in their transition from school to work within a general environment and as responsible, contributing members in the community.

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- A pathway to employment or vocational training
- Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- Entry level digital literacy and employability skills.

**Course Content**  
**Total of 14 units [8 core + 6 electives]**

**Eight Core Modules:**
1. FSKDIG03 Use digital technology for routine workplace tasks
2. FSKLRG09 Use strategies to respond to routine workplace problems
3. FSKLRG11 Use routine strategies for work-related learning
4. FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
5. FSKNUM15 Estimate, measure and calculate with routine metric measurements for work
6. FSKOCM07 Interact effectively with others at work
7. FSKWTG09 Write routine workplace texts
8. FSKRDG10 Read and respond to routine workplace information.

**Six Elective Modules:**
- FSKLRG06 Participate in work placement
- FSKLRG10 Use Routine Strategies for career planning
- FSKLRG07 Use Strategies to Identify Job Opportunities
- BSBWHS201 Contribute to Health and Safety of Self and Others
- BSBITU203 Communicate electronically
- ICTSAS206 Detect and Protect from spam and destructive software

*Students may have the opportunity to apply credit transfer for units completed within other certificates.*

**Assessment Summary**  
Competency based assessment – 14 modules required (8 core and 6 elective).

This is a competency based course. Students will have a number of opportunities (generally three) to demonstrate that they can competently complete the set activities over the course of study.

Students will be assessed using a variety of techniques such as folios of work, in-class tests, scenario based activities, internet activities, simulated workplace activities and teacher observation.

Students will be required to complete at least 40 hours (equivalent of 5 days) of Structured Workplace Learning where they are provided with the opportunity to work in the ‘real world’.

The completion of Certificate II in Skills for Work and Vocational Pathways may provide four credit points towards a student’s Queensland Certificate of Education.

**Homework Requirements**  
Parts of the course material must be competed at home.

**Career Paths/Employment Opportunities**  
This course provides students with the skills to proceed to work within the general workplace area.

**Prerequisites**  
Nil

Students choosing not to supply a USI will not receive ACF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.

*Information correct at time of publication but can be subject to change.*
# Certificate III in Early Childhood Education and Care (CHC30113)

**In partnership with Registered Training Organization (Cairns Training Academy)**

### Subject Description
Educating and caring for young children in a variety of early childhood settings including: day care, childcare centres, family day care, kindergartens and preschool all fall under the courses and qualifications in the childcare spectrum. Early childhood education in childcare settings often referred to as long day care is an integral part of preparing them for preschool. This qualification covers the use of organisational policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes.

### Course Content
11 compulsory units
- CHCCHILD401B Identify and respond to children and young people at risk
- CHCCN301C Ensure the health and safety of children
- CHCCN302A Provide care for children
- CHCCN303A Contribute to provision of nutritionally balanced food in a safe & hygienic manner
- CHCCS400C Work within a relevant legal and ethical framework
- CHCFE301A Support the development of children
- CHCIC301E Interact effectively with children
- CHCPR301C Provide experiences to support children's play and learning
- CHCPR303D Develop understanding of children's interests and developmental needs
- HLTFA311A Apply first aid
- HLTWHS300A Contribute to WHS processes

4 elective units
- CHCCN305B Provide care for babies
- CHCORG303C Participate effectively in the work environment
- CHCRF301E Work effectively with families to care for the child
- HLTIR403C Work effectively with culturally diverse clients and co-workers

* First Aid certificate required to gain this qualification but not included as part of this course.

### Assessment Summary
Assessment will be competency based. Methods used to gather evidence that learning has taken place and reached the desired standards could include:
- Oral Tests and written responses
- Practical activities
- On-the-job tasks where applicable.
- Third Party Reports/Log Book

120 hours of work placement required as a mandatory component of the training package. Students will need to combine school MOM lessons with their own time outside of school to complete these hours. School holiday time may be used to complete these hours.

### Homework Requirements
Students will have set activities related to modules of competency and assessments to complete. As well the mandatory completion of 120+ hours of work placement. Students must also complete a First Aid Certificate to complete this certificate which is an additional cost outside the course fee.

### Resources/Stationery Requirements
See Resource/Stationery Requirement List
- Own transport to & from work placement
- Blue Card application required in order to participate in Work Placement

The approximate cost for 2017 is $680 plus the cost of a First Aid course.

Students are required to pay a deposit of $135 to the school before enrolment in this course can be confirmed.

### Career Paths/Employment Opportunities
- Early childhood educator, Outside school hours care assistant, Playgroup supervisor, Recreation assistant
- Family day care worker, Nanny, Childhood Educator, Childhood educator assistant
- Contributes 8 points towards QCE upon completion.

**Prerequisites**
- C achievement in English
- Studies in Home Economics subjects in Years 9 and 10 strongly recommended to build knowledge and skill base.
- *Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.*

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Information correct at time of publication but can be subject to change.
# Certificate III in Fitness (SIS30313)

*In partnership with Binnacle Training*

## Subject Description
This is a two year course to lead students into the fitness industry. It examines various elements of health and fitness and allows students to train and deliver fitness programs within the local community.

## Course Content
Competencies include:
- SISXOHS101A Follow occupational health and safety policies
- SISFAC207 Maintain sport, fitness and recreation equipment for activities
- HLTAID003 Provide First Aid
- SISXIND101A Work effectively in a sport and recreation environment
- SISFFIT311A Deliver approved community fitness programs
- SISFFIT302A Provide quality service in the fitness industry
- SISFFIT301A Provide fitness orientation and health screening
- SISFFIT307A Undertake client health assessment
- BSBWOR301B Organise personal work priorities and development
- SISFFIT306A Provide healthy eating information to clients in accordance with recommended guidelines
- SISFFIT304A Instruct and monitor fitness programs
- SUSFFIT308A Plan and deliver gym programs
- SISXRSIS301A Undertake risk analysis of activities
- SISFFIT305A Apply anatomy and physiology principles in a fitness context
- SISFFIT303A Develop and apply an awareness of specific populations to exercise delivery

## Assessment Summary
- Written and Online exams
- Assignments
- Practical personal training demonstrations and Group Fitness sessions

## Homework Requirements
- Various homework and planning tasks including revision of content, writing training programs for clients
- Set homework and Lab tasks
- Research

## Resources/Stationery Requirements
- School sports uniform
- Suitable sports shoes
- Hat
- Sunscreen
- A4 notebook
- Computer recommended
- COST $259

## Career Paths/Employment Opportunities
- Fitness instructor, Personal trainer, Management coach, etc.
- 8 QCE points
- QTAC Selection Rank 68 (OP15 approximate)

## Prerequisites
- C achievement in English and B In HPE and HPX (Physical Education Extension)
- Merit Selection process
- *Students choosing not to supply a USI will not receive AQF certification and will not have their results appear and be accessible through the Commonwealth USI Registry.*

*Information correct at time of publication but can be subject to change.*
Chemistry

Subject Description
Chemistry is the study of matter and its interactions. This course gives students an understanding of atomic and molecular phenomena - in the test tube, in the crust of the earth, in living organisms, in their everyday lives and industry. It also allows students to make informed and responsible decisions regarding economic/technological benefit versus environmental impact and to develop investigative and critical thinking skills.

Course Content
Senior Chemistry provides an understanding of the materials around us and why they behave as they do.

During the course, students will acquire knowledge of a range of chemicals and chemical theories and will use this information in various situations. The topics studied include, among others,
- the nature of matter
- modern atomic theory
- behaviour of acids and bases
- organic chemistry
- the study of reactions

Assessment Summary
Students are assessed throughout the two years of the course using a variety of techniques. These include Supervised Assessments (written tests), Extended Response (analyse, interpret and evaluate data, issues and concepts, synthesise and justify explanations and relationships in a written or non-written presentation), Extended Experimental Investigation (formulate a hypothesis, plan and design an experiment to test the hypothesis, analyse data to make conclusions, and present all of this in a formal scientific report). In all of these assessment tasks, an individual student's level of achievement is rated according to a combination of the following criteria: Knowledge and Conceptual Understanding (KCU), Investigative Processes (IP) and Evaluating and Concluding (EC).

Homework Requirements
A minimum of 5 hours per week of set homework, revision and assignment work will be required for a student to achieve a reasonable grade in Chemistry.

Resources/Stationery Requirements
1 x 128page exercise book or
1 ring binder with loose leaf paper

Scientific Calculator

Laptop needed for assessment and classwork

Career Paths/Employment Opportunities
Careers involve chemical engineering, pharmacy, biology, environmental science, medicine, vet science, nursing, biochemistry.

Drama

Subject Description
In the subject Drama, students have opportunities to learn about a range of forms and styles of dramatic art form and gain understandings of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts. A course of Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry and in education. The knowledge, understanding and skills built, connect strongly with careers in which it is important to understand different social and cultural perspectives.

Course Content
YEAR 11 - Semester 1
1. Elements of drama/improvisation.
2. Developing character through Australian drama.
YEAR 11 - Semester 2
3. One Act Plays, technical and design, directing.
4. Restoration drama/ comedy of manners
YEAR 12 - Semester 3
5. Realism, Naturalism, Stanislavsky, directing.
6. Extended Study-Individual study on an aspect of drama. (i.e. Shakespeare)
YEAR 12 - Semester 4
7. Twentieth century theatre styles
8. Contemporary Australian Styles (Australian Gothic, Cinematic theatre)

Assessment Summary
Year 11
- Forming - Individual Improvisation
- Presenting -Australian Drama
- Responding - Review of Australian play
- Presenting - One Act Play
- Forming - Interpretation of play in terms of stagecraft
- Responding - Review of Restoration comedy

Year 12
- Forming - Directing a Scene
- Presenting - Collaged Shakespearean Performance
- Forming - Modern interpretation of a Shakespearean play in terms of Stagecraft
- Presenting - Performance of a contemporary play
- Responding - Review of a contemporary play
- Responding - Multimodal analysis of conventions of style

Homework Requirements
- Research
- Collaborative script writing online
- Design work
- Learning lines
- Collection of props and costumes
- Assignment work

Resources/Stationery Requirements
Theatre blacks ( Long black pants, black shirt, black socks/ soft shoes)
Display folder for assessment
Document wallet for notes
Note book

Career Paths/Employment Opportunities
Playwright, theatre entertainment/ events administrator, director, actor, drama teacher, theatre technician in set design, live sound engineer/designer/editor, lighting designer / technician, front of house management, theatre management, producer.

Prerequisites
To be successful in drama students need to be receiving satisfactory results in English.
Early Childhood

Subject Description
The primary focus of the early childhood field of study and industry is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout this course, students are encouraged to develop knowledge and understanding including human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families, behaviour management, special needs, workplace health and safety, industry practice and expectations, and legislation and ethical issues.

The emphasis is on the practical application of knowledge and understanding to develop a range of practical skills such as parenting skills, communicating with others (children, family, clients, colleagues), planning and preparing resources and activities, handling equipment, reading and acting out stories, and working cooperatively in teams.

Course Content

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
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<tbody>
<tr>
<td><strong>Year 11</strong></td>
<td><strong>Year 12</strong></td>
</tr>
<tr>
<td>• Learning from the World Around Us</td>
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<tr>
<td>• Ready, Set, Grow (Development in Childhood)</td>
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<tr>
<td><strong>SEMESTER TWO</strong></td>
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<tr>
<td>• Play: Children’s Work</td>
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<tr>
<td>• Creative Minds and Bodies</td>
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<tr>
<td>• Knowing Me, Knowing You (Intellectual, Social &amp; Emotional Development)</td>
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<tr>
<td>• I Spy . . . Letters and Numbers</td>
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<td>• Parenting and Behaviour Techniques and Strategies</td>
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</tbody>
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Assessment Summary
Assessment in Early Childhood is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning. Types of assessment may include:

- Written tests
- Assignments e.g. design childcare centre
- Practical work e.g. design a toy, Under 8’s Day

Field Placement:
Students will have the opportunity to visit industry to observe the implementation of theory into reality in Day Care, Kindergartens, Preschools, Child-care Centres and Year One in Primary School. Placement usually occurs in one lesson a week during 2 terms of each year i.e.
Year 11 – Term 2 & 4
Year 12 – Term 1 & 3

Homework Requirements
Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements
See Resource/Stationery Requirement List
Students have the option to purchase an embroidered polo shirt to wear to work/field placement. This year the shirt cost $32.

Career Paths/Employment Opportunities
Nanny, Childcare worker, family day care, nursing, early childhood teacher, children’s services.
Contributes 4 QCE points upon successful completion of 4 semesters.

Prerequisites
A “C” in the introductory year 10 units strongly recommended to build knowledge and skill base.
Economics

Subject Description
Economics studies scarcity – limited resources, unlimited wants. Put another way, as individuals, as communities, states or nations we can never have enough money. Therefore we must make choices on how to spend the limited amount of money that we have. Our planet has resources – water, raw materials, and people with creative abilities. Economics studies the way in which these are combined to satisfy our needs and wants and provide all people with a standard of living. This is known as an economic system.

Life Skills and Knowledge: Economics teaches indispensable life skills. In our complicated world everyone needs to have an understanding of basic economic principles. Every day we need to make rational decisions on economic, political and social issues. Understanding investment opportunities, creating personal wealth, being an informed voter and building a bank of knowledge vital to succeed in many social contexts are aspects of the “all roundedness” of economics.

A subject for today’s world: It is a current, interesting and dynamic subject that expands your understanding of the modern world and the Australian economy. Terms commonly used in the media such as budget, GST, balance of trade, boom economy, economic downturn and free trade agreement, exchange rate become clear.

Course Content
- Markets and Models
- International Economics
- Share Market
- Personal Economics
- Economics and Environment
- Contemporary Micro Economics Issues
- Contemporary Macro Economic Issues
- Income and Wealth Distribution
- Population and economics

Assessment Summary
- Short response tests, Research assignments, essays, non-written presentations

Homework Requirements
- There are moderate homework requirements.

Resources/Stationery Requirements
- Minimum - A4 notebook
- Regular use of computer. Essential for assignments

Career Paths/Employment Opportunities
Economics has direct links to many career paths including: law, business management, environmental studies, marketing, administration, banking and professions like accounting, medicine, architecture, engineering, journalism and media, public service and politics.

Prerequisites
- Pass in a Year 10 Humanities or Social Science. (Non-modified assessment.) You can do this subject even though you may not have done Economics and Business, Politics and Law in Year 10.

Engineering Skills

Subject Description
The Manufacturing course provides opportunities for the development of basic skills that may be required in manufacturing industries.

Course Content
MEM05 competencies are imbedded in this course these include:
- Apply principles of occupational health and safety in the work environment
- Use hand tools
- Use power tools/hand held operations
- Manual Metal Arc welding skills
- Fitting and machining
- Mechanical Cutting

Assessment Summary
- Practical work
- Written responses
- Teacher questioning
- Observations
- Log book entries

Homework Requirements
- Study of theory elements for tests

Resources/Stationery Requirements
- Safety glasses which must be worn at all times
- Impervious footwear

Career Paths/Employment Opportunities
Manufacturing industries

Prerequisites
- Year 10 Metal Technology - Minimum C standard
# English

## Subject Description

To be eligible for an OP you must study Senior English.

Senior English is a dynamic, complex and challenging course designed to enhance higher order thinking skills, developing students’ understanding and use of texts and language in preparation for tertiary study. Senior English helps students understand the complexities of a range of modern and canonical texts, empowering them as creative, imaginative, purposeful and critical language users who understand how texts convey cultural and individual perspectives.

## Course Content

**Year 11 Semester 1:** All the World’s a Stage  
- Australian Plays  
- The Media – Newspapers  
- Documentaries  

**Year 11 Semester 2:** Hey True Blue  
- Australian poetry  
- Australian novels  

## Assessment Summary

**Year 11 Semester 1**  
1. Spoken – Imaginative  
2. Written – Expository  
3. Written – Persuasive/Reflective  

**Year 11 Semester 2**  
4. Spoken – Expository  
5. Written – Imaginative  
6. Written - Exposition

## Content

**Year 12 Semester 1:** What a Classic!  
- Poetry – Romantic, Victorian and Modern  
- Shakespearean plays  

**Year 12 Semester 2:** People and Perspectives  
- The Media – Television news  
- Novels  
- Valedictory

## Assessment Summary

**Year 12 Semester 1**  
1. Spoken - Exposition  
2. Written – Imaginative  
3. Spoken – Imaginative  

**Year 12 Semester 2**  
4. Written – Persuasive/Reflective  
5. Written – Exposition  
6. Spoken - Reflective

## Homework Requirements

- Homework as required
- Set activities related to classwork and assessment

## Resources/Stationery Requirements

- A4 lined exercise book with sections to store handouts
- Laptop – moderate use for assessment, internet and resource access

## Career Paths/Employment Opportunities

- English is essential for any career

## Prerequisites

- Minimum C achievement in year 10 English Extension

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# English Communication

## Subject Description

English Communication is for OP ineligible students.

It is an interesting course which is relevant and engaging but is not as complicated or challenging as Senior English. English Communication is designed to prepare students for the workforce.

During the course all students will study:

- Language skills  
- Novels  
- Documentaries  
- Reading and comprehension  
- Films  
- Mockumentaries  
- Songs

Assessment will be in the form of assignments and tests and will include a range of written and spoken tasks.

## Course Content

- The word of work  
- Film review  
- Legal and social issues  
- Novel  
- World of events  
- Australian Identity  
- Film analysis  
- Music  
- Documentaries and mockumentaries

## Assessment Summary

- A variety of written (both assignments and exams) and spoken (to be presented in front of the class) texts each year.

## Homework Requirements

- Homework as required

## Resources/Stationery Requirements

- A4 lined exercise book with sections to store handouts
- Laptop – moderate use for assessment, internet and resource access

## Career Paths/Employment Opportunities

- English is essential for any career. Flexible course structure will suit students studying TAFE or who have school-based apprenticeships or traineeships

## Prerequisites

- None
## Film, Television and New Media

### Subject Description
Film, Television and New Media requires students to first learn basics and then advance their skills in production practices, critical analysis and evaluation, and use pre-production formats to create proposals for moving image products. In addition to developing an understanding of film, television and new media institutions, languages, representations, audiences and technological skills, this course aims to develop the students’ confidence in their own and others critical and creative abilities. By studying this course, it is hoped that students will gain an appreciation in the variety of technologies available, respect diverse viewpoints and have a critical and sensitive awareness of various moving images in different cultures and contexts.

### Course Content

#### YEAR 11 Semester 1
1. Stylin’ The Moving Image Fundamentals (film basics and directorial style)
2. The Sound of Music (music video genre, video production and design basics)

#### Semester 2
3. Fair Dinkum Australian Images (Identity/perspectives/representations in Australian film)
4. Programming Your Lifestyle (Lifestyle programming, audiences and production)

#### YEAR 12 Semester 3
5. Blurring the Line Between Fact and Fiction (Propaganda, mock-documentary digital production)
6. To Infinity and Beyond (alternate film styles and movements)

#### Semester 4
7. Mainstream Cinema (Hollywood industries and narrative genre films)

#### Assessment Summary

#### YEAR 11 Semester 1
1. (CRITIQUE) Directorial Style Report
2. (DESIGN) Music Video 3-Column-Script
3. (PRODUCTION) Music Video

#### Semester 2
4. (CRITIQUE) Australian Film Feature Article
5. (DESIGN) Lifestyle Segment
6. (PRODUCTION) Lifestyle Segment

#### YEAR 12 Semester 3
7. (CRITIQUE) Propaganda Comparative Analysis
8. (DESIGN) Mock-documentary Pitch and Storyboard
9. (PRODUCTION) Mock-documentary
10. (CRITIQUE) Alternative Film Analysis

#### Semester 4
11. (DESIGN) Hollywood Genre Screenplay
12. (PRODUCTION) Hollywood Genre Short Film
13. (CRITIQUE, DESIGN or PRODUCTION) World Cinema

### Homework Requirements
Primarily revision and assessment
N.B. Homework for production tasks is extensive

### Resources/Stationery Requirements
External hard drive or minimum 32GB USB drive
3* Display folders

### Career Paths/Employment Opportunities
Film and Video production including direction, editing, cinematography, scriptwriting, sound design, sound recording and editing, digital compositing, lighting, digital screen production, screen distribution and exhibition, camera operation … Animation … Print and Corporate design … Advertising and marketing … Web design and production … Games design and production … Interactive media development … Public relations … Media advisor … Media and cultural policy developer … Motion Graphics etc.

### Prerequisites
Students must have achieved a minimum of a C level of achievement in Grade 10 English to cope with Senior Film, Television and New Media.

It is recommended that students have studied Year 10 Film, Television and New Media.
### Geography

**Subject Description**

Geography is the study of the earth as the home of humanity. Through its use of field studies, the environment, maps, images and spatial data (e.g. Google Earth) it gives students a “big picture” view of the planet making us aware of the way we shape our world and how it shapes us.

Senior geography focuses on current, important environmental and social issues. Students learn decision-making skills so that they may make balanced decisions about our actions in the environment. Geography is a very positive subject which shows that despite the problems facing our planet, there are workable, practical actions we can take.

**Course Content**

- **Theme 1: Managing the natural environment**
  - Responding to natural hazards
  - Managing catchments
- **Theme 2: People and development**
  - A World of Poverty – A World of Plenty
  - Feeding the world’s people
  - A geography of disease
- **Theme 3: Social environments**
  - Sustaining communities
  - Connecting People and Places
- **Theme 4: Resources and environments**
  - Living with climate change
  - Managing coastal resources

Compulsory field studies are usually conducted twice per year. Transport costs are covered by the resource hire scheme.

**Assessment Summary**

Short response tests, essays, practical exercises, reports, non-written presentations.

**Homework Requirements**

There are moderate homework requirements.

**Resources/Stationery Requirements**

Minimum - A4 Notebook

Regular use of computer. Essential for assignments (reports and non-written presentations)

**Career Paths/Employment Opportunities**

Geography has direct links to many career paths. Examples are: agriculture, architecture and engineering, land care and conservation, resource and land management, environmental science, geology and earth sciences, mining, journalism, local government and town planning, meteorology, politics, public service, public relations, spatial information (Geographic Information Systems), surveying and land development, real estate, tourism and hospitality, teaching.

**Graphics**

**Course Content**

As you study Graphics, you will learn to:

- Use design processes in graphical contexts
- Formulate design ideas and solutions using the design factors
- Create and communicate design solutions in the form of graphical representation, including a range of sketches and drawings
- Apply industry conventions where applicable
- Develop design solutions for a range of audiences, including corporate clients and end-users

**Assessment Summary**

Design Folios
Examinations

**Homework Requirements**

Assignment tasks and research.

**Resources/Stationery Requirements**

2H Pencil, Eraser

A dedicated Graphics room with the latest CAD programs is provided.

**Career Paths/Employment Opportunities**

Architect, Graphic Designer, Builder, Draftsperson, Town Planner, Advertising

**Prerequisites**

It is recommended, although not essential, that a student should have obtained a sound level of achievement in Year 10 Graphics.
# Health Education

## Subject Description
Health is a quality of life that is influenced by the interactions between individuals and their sociocultural, economic, political and physical environments. The focus of Health Education is the understanding of health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations. Core contexts will include the study of personal health, peer health, family health, community health and health of specific populations.

Health Education helps students solve problems and make decisions about changes needed for their own health and for the health of the community. Through the study of Health Education, students develop a belief that, through their own person actions, they can achieve better for themselves and others.

## Course Content
Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community.

### Year 11
- Nutrition
- Bullying
- Mental Health (stress, anxiety & depression)
- Domestic Violence

### Year 12
- Organ Donation
- Substance use and abuse
- Aboriginal Health
- Schoolies Health

## Assessment Summary
Mandatory assessment of Health Education includes the dimensions of knowledge and understanding, application and analysis, synthesis and evaluation. Focus will be on the Ottawa Charter for Health Promotion and the social view of health with an embedded social justice framework in the context of health issues. Assessment tasks will include research assignments, written tests, presentation tasks and essays.

## Homework Requirements
A minimum of five (5) hours per week of set homework, revision and assignment work will be required for a student to achieve a reasonable grade in Health Education.

## Resources/Stationery Requirements
- 1 X 128 page exercise book
- Laptop needed for assessment and classwork

## Career Paths Employment Opportunities
The subject lends itself to career opportunities in the following areas:
- Health professionals
- Health information management
- Public health administration
- Health promotion
- Social work
- Counselling
- Medicine
- Nursing
- Personal Trainers
- Teachers
- Health advocacy
- Dietetics
- Occupational health and safety
- Nutrition
- Environmental health
- Allied health professions

## Prerequisites
C achievement in English
# Information Technology Systems

## Subject Description

Information Technology Systems (ITS) is a practical discipline that prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents, to those supporting technology, such as digital devices.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT now and into the future.

ITS allows students to focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication, the development of productive relationships with clients, and consideration of the social and ethical issues related to their studies.

## Course Content

The subject matter for each unit of work is derived from the five interwoven threads of:

- The problem-solving process
- Project and team management
- Theory and techniques
- Client relationships
- Social and ethical issues

Contexts provide a focus for the subject matter and threads are interwoven throughout each context.

In each semester, there is one main context.

**Year 11 Semester 1, 2017:** Context = Graphic Design

- Subject matter will include: graphic design principles, principles of photography, photo manipulation, print and screen media designs, teamwork skills, communication skills, project management, copyright, privacy and disaster recovery planning.

**Year 11 Semester 2, 2017:** Context = Digital Media Technology

- Subject matter will include: sound acquisition and manipulation, video acquisition and manipulation, file formats and conversions, hardware issues, licencing, client documentation, backup procedures.

**Year 12 Semester 1, 2018:** Context = Animations

- Subject matter will include: principles of animations and game design, action scripting (programming of animations), animation techniques and formats, use of digital devices, journals and logs, emerging technologies, preparing animations for the web.

**Year 12 Semester 2, 2018:** Context = Web Development

- Subject matter will include: scripting languages of HTML and CSS, preparing content for the web, web design principles, use of social media, advantages and disadvantages of global content.

## Assessment Summary

On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information about student achievement based on the exit criteria and standards for this course.

The exit criteria are:

- **Knowledge and Communication** - This criteria refers to the comprehension, understanding and communication of terms, concepts, principles and design processes associated with information technology.
- **Design and Development** - This criteria involves determining the intended purpose, the needs of the client, and proposing and testing possible solutions. It requires research, analysis, synthesis and ongoing testing related to the process of design and development and the associated documentation.
- **Implementation and Evaluation** - This criteria focuses on the quality of the solution. Quality and effectiveness are evaluated against client needs and defined criteria formulated during the design and development phase.

Assessment techniques may include short and/or extended responses, research assignments, projects and practical exercises. Multimodal presentations such as seminar presentations, multimedia presentations and reports may also be used.

## Homework Requirements

Students will be required to complete homework and unfinished tasks outside of class time. Project Assessment is demanding and will require additional time at home in order for the student to succeed.

## Resources/Stationery Requirements

- Ear phones, external drive (i.e. USB/HDD)
- Computer access at school and home is essential

## Career Paths/Employment Opportunities

This subject may lead to employment in areas such as IT support, graphic, design network administration, software development, security/networking and multimedia manipulation. Alternatively tertiary study in the fields of multimedia design, game design, website design and animation.

## Prerequisites

- C achievement in English and Mathematics
## Legal Studies

### Subject Description
Legal Studies is a course in the important areas of law that are likely to affect everyday life. Through the course content students gain knowledge of the law so as to know their own rights and obligations as private citizens. They also study common legal situations and the related processes they might face when dealing with the law.

Legal Studies enables students to become active and informed citizens who, through their knowledge and skills of debate and critical reflection, can contribute to the development of laws which are appropriate in future Australian society. In doing this they can gain an understanding of the pressures and complexities our legal system faces in a rapidly changing society.

### Course Content

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Legal System</td>
<td>• Family and the law</td>
</tr>
<tr>
<td>• Human Rights</td>
<td>• International law</td>
</tr>
<tr>
<td>• Introduction to Civil Obligations</td>
<td>• Technology and the law</td>
</tr>
<tr>
<td>• Criminal Law</td>
<td></td>
</tr>
<tr>
<td>• Civil wrongs (torts) and the law</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Summary
Short response tests, test essays, assignments (e.g., essays, articles, projects, non-written presentations).

### Homework Requirements
Regular homework is required.

### Resources/Stationery Requirements
Minimum - A4 notebook
Regular computer use. Essential for assignments

### Career Paths/Employment Opportunities
Legal Studies is for all students regardless of career path, because the legal system affects every aspect of modern Australian life. Legal Studies is not intended as a pre-requisite for entry into tertiary law courses, although the course content will certainly be excellent preparation for those wishing to study law or business at a tertiary level.

### Prerequisites
A sound level of achievement in Year 10 history and English is highly recommended for those considering Legal Studies. (Non-modified assessment.) Legal Studies is an authority subject and contributes towards an OP, however many non-OP bound students take Legal Studies and find they enjoy it and succeed in it.

## Marine Science

### Subject Description
Marine science is concerned with researching marine environments to determine their biological and oceanographic features, and devising conservation strategies that may lead to a sustainable future. Marine environments are central to the Australian way of life, contributing to our nation’s food supply, mineral resources and trade, and to the recreation, tourism and transport industries. Global population increases and changes in climate have the potential to impact on the fragility of marine environments, leading to a range of issues and problems that must be considered to ensure a sustainable future.

### Course Content
In Marine Science, there are four areas of study:
- marine biology
- oceanography
- conservation and sustainability
- marine research skills.

### Assessment Summary
Students of Marine Science are exposed to a wide variety of learning experiences. The course places considerable emphasis on practical work conducted within the laboratory and in the field. Written Tests together with Field Study Reports, Extended Response Assignments and Extended Marine Investigations are used to determine the progress of students. In all of these assessment tasks, an individual student’s level of achievement is rated according to a combination of the following criteria: Knowledge & Understanding (KU), Investigation & Analysis (IA) and Evaluation & Communication (EC).

### Homework Requirements
A minimum of 5 hours per week of set homework, revision and assignment work will be required for a student to achieve a reasonable grade in Marine Science.

### Resources/Stationery Requirements
1 x 128page exercise book or
1 ring binder with loose leaf paper
Laptop needed for assessment and classwork

### Career Paths/Employment Opportunities
A course of study in Marine Science can establish a basis for further education and employment in the fields of marine science, marine biology, nautical science, fisheries and aquaculture, conservation and resource management, and tourism, seafood and maritime industries

### Prerequisites
Year 10 SCIENCE: C
Year 10 ENGLISH: C
### Mathematics A

**Subject Description**
This mid-range mathematics subject contributes to an Overall Position.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigation, statistics, finance, applied geometry.</td>
<td>Four written exams and two assignments each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Requirements</th>
<th>Resources/Stationery Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular homework is advisable in addition to two assignments each year.</td>
<td>Calculator and protractor. Limited computer use when required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Paths/Employment Opportunities</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for all careers and trades except where Mathematics B is a pre-requisite.</td>
<td>Advisable to obtain at least a Sound Achievement in Year 10 Mathematics.</td>
</tr>
</tbody>
</table>

### Mathematics B

**Subject Description**
This top-level mathematics subject contributes to an Overall Position.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus, trigonometry, statistics, finance, algebra.</td>
<td>Four written exams and two assignments each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Requirements</th>
<th>Resources/Stationery Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular homework is advisable in addition to two assignments each year.</td>
<td>Graphics Calculator (supplied on loan). Limited computer use when required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Paths/Employment Opportunities</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for all careers and trades except those university* courses specifying it as a prerequisite such as engineering, science, commerce, economics, food technology, information technology, occupational health and safety science, pharmacy, vet science. Some electrotechnology employers (electricians) are looking for mathematics B. *based on University of Queensland 2014.</td>
<td>Advisable to obtain at least a High Achievement in Year 10 Mathematics Extension.</td>
</tr>
</tbody>
</table>

### Mathematics C

**Subject Description**
This top-level (same difficulty as Mathematics B) mathematics subject contributes to an Overall Position and a Sound Achievement or better, results in special benefits at some university courses.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus, vectors, matrices, finance, complex numbers, conic sections, dynamics.</td>
<td>Four written exams and two assignments each year.</td>
</tr>
</tbody>
</table>

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<th>Resources/Stationery Requirements</th>
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<td>Regular homework is advisable in addition to two assignments each year.</td>
<td>Graphics Calculator (supplied on loan). Limited computer use when required</td>
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<table>
<thead>
<tr>
<th>Career Paths/Employment Opportunities</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for all careers and trades; especially those university* courses such as engineering and science. Exemptions from completing some university subjects are sometimes given for success in mathematics C. There is no doubt that a student's mathematical ability will be enhanced by studying both Mathematics B and C.</td>
<td>Mathematics B needs to be taken at the same time as Mathematics C</td>
</tr>
</tbody>
</table>

*based on University of Queensland 2014.
Modern History

Subject Description
Modern history is the study of significant changes in the past, particularly the twentieth century. Through the four semester themes, Modern History engages students in a disciplined inquiry process. They evaluate historical sources and question the version of history they contain. A study of Modern History makes us reflect on the past, explains the present, and encourages us to seek hope for our future. Studying history can help us live more effectively as global citizens and understand the complexities of the world we inhabit. There is a special focus on values. Students develop empathy for others. History students can incorporate their own experiences and understandings to better understand their identity as young Australians.

Course Content
Semester 1: Studies of Conflict
- Global Conflict - World War Two
- The Cold War
Semester 2: National History
- Australia
- Vietnam
Semester 3: Studies of Power
- The Power of Ideology - Communism
- Powerlessness – Civil Rights in the USA
Semester 4: Studies of Change
- Humanitarianism and Human Rights
- Emerging Issues in Modern Society

Assessment Summary
Response tests, essays, extended research tasks accompanied by written or multi-modal presentations.

Homework Requirements
Success in this subject depends on commitment of homework time on a regular basis.

Resources/Stationery Requirements
Minimum - A4 Notebook
Regular computer use. Essential for research tasks.

Career Paths/Employment Opportunities
Modern History has direct links to careers and further study. Critical thinking, structured research processes and competent skills of written communication are required in many jobs. Those interested in careers in the public service and politics, teaching, armed services, law, police and journalism will benefit from a study of history. Any student considering tertiary studies should seriously consider selecting Modern History as many tertiary courses require the research skills taught in history.

Prerequisites
At least a sound level of achievement in Year 10 History and English. (Non-modified assessment.) Students who are independent, self-directed learners will enjoy the in-depth, extended research assignments, however it is not recommended for those who do not enjoy extended, individual study projects.
## Music

### Subject Description
The senior Music program has been designed to enable students to immerse themselves in music. The course will provide opportunities for students to engage in music making, communicate and express ideas about music, employ various music-related technologies, such as computer software, and explore musical elements to analyse repertoire, compose and perform.

### Course Content
Over the period of 4 semesters, the study will be conducted under the following semester unit topics:
- **Back to Basics** – a revision of the basics of the musical elements
- **Of Instrumental Importance** – an exploration of different instrumental genres and styles
- **Treading the Boards** – Music of the Theatre
- **Lights, Camera, Action** – Movie Magic – film music
- **Modern Master and Methods** – exploration of musical styles and techniques after 1900
- **Finding Your Voice** – a vocal music unit
- **Wide Horizons** – a student negotiated unit

### Assessment Summary
Students will have the opportunity to complete two of each medium per year:
- Musicology - aural and visual analysis of music, evaluating repertoire through deconstruction to evaluate context, genre and style (Exams/Assignments)
- Performing - Playing, singing or conducting, interpreting music elements to communicate the music to an audience – real or virtual
- Composing - creating/arranging music that is within a context and/or genre, to express style

### Homework Requirements
- rehearsing for performances
- working on assignments/studying for exams
- any activities set during the term.

### Resources/Stationery Requirements
A4 Manuscript book, Note book, Pencil and eraser, Ruler, Document wallet

### Career Paths/Employment Opportunities
Careers in music are many and varied. Listed below are just a few:
- Composition, Performance, Music Therapy, Music Education, Music Production, Music Retail, Arts Administration

Scan the QR code for a more comprehensive listing of music careers

## Physical Education

### Subject Description
Senior Physical Education involves the study of physical activity and challenges the students to acquire, apply and evaluate a wide range of skills and knowledge through physical activity.

### Course Content
The physical and theory aspects of the course are directly linked in each unit. Each term a single sport forms the focus of study, i.e. Golf, Touch Football/Netball/Soccer, Athletics and Volleyball.

Learning experiences in Physical Education are designed to allow students to develop as increasingly self-directed, interdependent and independent learners.

### Assessment Summary
Written exams and assignments, oral/video and digital tasks and physical tasks.

Year 11 is formative assessment (developmental), whilst year 12 is summative assessment, which contributes to the students Exit Level of achievement.

### Homework Requirements
- Regular revision of notes
- Set homework and Lab tasks
- Research for assignments and exams (1-2 hours/week)

### Resources/Stationery Requirements
- School sports uniform
- Suitable sports shoes
- Hat, sunscreen
- Computer will assist

### Career Paths/Employment Opportunities
- Physiotherapy, Sports psychology, Dietitian/nutritionist, Ambulance officer, Fitness instructor, Defence Force, Recreation officer, Fitness Management, Nursing, PE teacher

### Prerequisites
- C achievement in English and B achievement in HPE and/or Physical Education Extension (HPX)
Physics

Subject Description
Physics provides students with an understanding of the way in which the universe works, both at very large and very small scales. Physics is also applied to modern technology, to show its relevance to the modern world.

Course Content
Human beings have always attempted to understand and explain the behaviour of the universe. Physics is the science in which the cause-effect relationships of the universe are investigated. It is concerned with the discovery, understanding and application of the fundamental laws of nature, and is significantly reliant on mathematics to do so. Topics found in Physics courses include:

- Measurement
- Forces & Motion
- Heat & Energy
- Waves & Optics
- Electricity & magnetism
- Atomic and nuclear physics.

Assessment Summary
Students are assessed throughout the two years of the course using a variety of techniques. These include:

- Supervised Assessments (written tests)
- Series of Experimental Investigations (conduct experiments, analyse data to make conclusions, presented as a folio of pracs).
- Extended Experimental Investigation (formulate a hypothesis, plan and design an experiment to test the hypothesis, analyse data to make conclusions, and present all of this in a formal scientific report).

In all of these assessment tasks, an individual student’s level of achievement is rated according to a combination of the following criteria: Knowledge and Conceptual Understanding (KCU), Investigative Processes (IP), Evaluating and Concluding (EC).

Homework Requirements
A minimum of 5 hours per week of set homework, revision and assignment work will be required for a student to achieve a reasonable grade in Physics.

Resources/Stationery Requirements
1 x 128page exercise book or 1 ring binder with loose leaf paper
Scientific Calculator
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities
Physics is a prerequisite subject for engineering and many science courses in most tertiary institutions. It is also useful in medicine, architecture, optometry, agriculture, physiotherapy, secondary science teaching and some apprenticeships.

Prerequisites
B achievement in Science and C achievement in English. Students must also undertake Mathematics B in Senior.

Prevocational Mathematics

Subject Description
This easy-level mathematics subject does not contribute to an Overall Position.

Course Content
Measurement, statistics, finance, travel, time and basic maths.

Assessment Summary
Two written exams and four assignments each year.

Homework Requirements
Regular homework is advisable in addition to four assignments each year.

Resources/Stationery Requirements
Calculator, pens, 1 notebook only for Maths
IT component – heavy use for research units

Career Paths/Employment Opportunities
Suitable for most general jobs and trades; however some trades such as fitters, boiler makers and electrotechnology (electricians) are looking for mathematics A or B.

Prerequisites
none
Recreation Studies

Subject Description
Students undertake a wide variety of sporting and other physical activities as a leader, organiser and participant with a theoretical focus on coaching, physical fitness, motivation and organization.

Course Content
Sport and Recreation is an Authority Registered Subject providing students with the opportunity to develop:
- The ability to coach and organize different sports
- A full understanding of the range of leisure and recreational activities available for lifelong Health and Fitness.
- Enjoyment and satisfaction through individual improvement and helping others in sport.

Games and Sports
Modified sport
Coaching & Training Skills
Other recreational & leisure activities
Health and Fitness Industry
Organisation & Management of Sport

Assessment Summary
Exams: written & oral
Assignments
Game and Practical Rating
Refereeing & Coaching Rating

Homework Requirements
Set homework tasks
Research and preparation of assignments and coaching

Resources/Stationery Requirements
School sports uniform
Suitable sports shoes
Hat, sunscreen

Career Paths/Employment Opportunities
Fitness Instructor, Fitness centre staff/ management, Coach, Recreational activities officer

Science in Practice

Subject Description
Science in Practice contributes to developing scientifically literate individuals who are interested in and understand the world around them by talking about science issues. They are able to identify questions, investigate and draw evidence-based conclusions. By questioning claims made by others about scientific matters, students will be able to make informed decisions about the environment and their own health and well-being.

Science in Practice gives students who are not intending to study science at a university level the opportunity to continue science in year 11 and 12. This subject informs students of important and relevant topics in the modern science world allowing them to gain an insight into the basic understandings of science. The aim of this course is to produce students who understand a scientific view of the world and can see how science can be applied to solve problems and improve life.

Course Content
This senior science subject focuses on four important aspects of science.

Year 11
- Forensics
- Sport Science
- Housing in the Queensland climate
- Environmental Study

Year 12
- Consumer Protection
- Road Safety
- Microorganisms
- Health and Disease

Assessment Summary
In all of these assessment tasks, an individual student's level of achievement is rated according to a combination of the following criteria:
- Knowing and Understanding
- Analysing and Applying
- Planning and Evaluating

Homework Requirements
Homework will be based on the in-class assignments that students complete in the course of the subject.

Resources/Stationery Requirements
1 x 128page exercise book or
1 ring binder with loose leaf paper
Laptop needed for assessment and classwork

Career Paths/Employment Opportunities
The scientific skills developed are relevant to employment in many fields and may form the basis of further training and education, e.g. animal welfare, biotechnology, food technology, forensics, health and medicine, pharmaceutical industry, recreation and tourism, research and the resources sector.

Prerequisites
There are no pre-requisites for entry into Science in Practice
Social and Community Studies

Subject Description
This is an Authority Registered SAS subject which deals with the skills students need in current and future life roles. As such, it is an easier subject designed for those who would struggle to succeed at an Authority subject. It contributes 4 points to a Queensland Certificate of Education (QCE), but does not contribute towards an Overall Position (OP) for university entrance.

The topics in this course are organised around four life roles – personal, social, self-management and citizenship.

- **Personal skills** help students to grow and develop as individuals and also help them to understand how their own actions influence others.
- **Social skills** help students live with and relate to other people across a variety of family, social and cultural contexts.
- **Self-management skills** help students use their time and capabilities for personal enrichment and the benefit of the communities in which they live.
- **Citizenship skills** help students receive positive and enriching experiences from, and make creative contributions to, the various communities of which they are a part, so that they may enhance their own lifestyles and sustain quality community life.

### Course Content

**Into relationships**
- How to be a discerning consumer — hey, big spender!
- Legally it could be you

**Community Studies**
- Personal economics — money management
- Community and the Environment
- Overseas sector — Tourism, travel and finance
- The World of Work or School based elective in work experience

### Assessment Summary

A variety of practical assessment is used for example including team projects to produce a survey and report, production of ‘real world’ examples such as brochures, budgets and itineraries, folios of samples and community participation. Work experience may be available as a student selected elective. This may cost $30 however is yet to be determined.

### Homework Requirements

Minimal homework required

### Resources/Stationery Requirements

A4 Notebook
Regular use of computer. Essential for assignments.

### Career Paths/Employment Opportunities

Relevant to all career pathways

### Prerequisites

Nil
# Visual Art

## Subject Description
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meanings and understanding from informed perspectives. 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 individualised aesthetic (style/ expression).

## Course Content
The subject provides the opportunity for students to partake in both teacher-directed and student initiated tasks over a two year course.

- Year 11 opens the learning boundaries of students by discovering, experimenting, researching as well as working towards finished artworks and reflecting on their own work and others work.
- Year 12 expects students to produce more sophisticated resolutions where presentation mode is equal to conceptual development.

Students are encouraged to develop concepts through their artwork using a range of media that could include:
- Painting, fibre arts, performance art, electronic imaging, drawing, photography, video and film, ceramics, printmaking, product and graphic design and costume and stage design.

## Assessment Summary
Year 11 is formative, with four ‘making’ tasks (1 per term) which are accompanied by a writing ‘appraising’ task per term.

Year 12 is summative and each student is able to devise his/her own organisation for the year within a conceptual framework. Two “body of work” folios are requirements in the making component, and two 1200 word extended writing tasks are requisites for the appraising component which are related to the ‘making’ task concept. Term 4 requires an extension folio in either making or appraising.

The weighting of the following criteria is equal:
- Visual Literacy (conceptual & organisational skills – making)
- Application (technical skills – making)
- Appraising (writing skills)

## Homework Requirements
Students are expected to meet deadlines for all assessment tasks which will often require homework time outside of class time for completion. There is an expectation that senior year 11 and year 12 students should be developing a study and homework schedule to maintain their visual journal, portfolio preparations by means of power points and presentation of artworks as well as revision for exams.

## Resources/Stationery Requirements
RHS payments should be up to date to cover the use of consumables, hardware, equipment and texts/ references/ resources. (There is no set textbook) Students are required to purchase a visual diary, stationary and drawing materials. It is advisable to be a part of the Laptop program for research and assignments as well as the software programs such as Adobe Photoshop.

## Career Paths/Employment Opportunities
There are many career paths and opportunities in the Visual art area – as Artists, designers and craftspeople reflect identity and document culture through perspectives and inventive ideas.

- Design, Graphic Design in areas such as TV, film and computer graphics, set and exhibition design, corporate design, publishing, advertising and illustration. Interior Design, Fashion/ textile design, Three dimensional design and Industrial design. Animators in film and television as well as the computer and video games industry.
- Photographers, designers in internet development, electronic marketing and publishing; interactive games development and sound and video production. Self-employed artists, fine artists, teaching in the early childhood, special education, primary, secondary and tertiary fields. Art historians, critics, arts administrators, teachers, art therapists, curators, community arts officers, illustrators of books and magazines, printers and jewellery designers.

## Prerequisites
It is an advantage for students to have studied Junior Art (particularly Year 10 Art) and to have achieved at least a sound in English to be able to confidently handle the challenge of the writing tasks.
Visual Arts in Practice

Subject Description
- NOT a VET subject / not a certificate course.
- A vocational subject.
- A 2 year course of study (4 semesters).
- Upon successful completion of the course students receive four (4) point/s towards their Queensland Certificate of Education.

Students are involved in active engagement in visual arts making and are introduced to different media areas within the visual art spectrum. The course provides fundamental knowledge and skills in visual arts areas. In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics: ‘Visual medium, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’.

At Proserpine State High School we offer a variety of art areas for students to explore meeting the diverse range of our student’s needs and interests in Visual Art. Students have opportunities to develop a range of skills and may specialise in a role or roles of a visual art practitioner.

Course Content
Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content. Course content, learning experiences and assessment increase in complexity across the four semester as students develop greater independence as learners.

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<th>Semester 1 - Year 11</th>
<th>Semester 3 - Year 12</th>
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<td>5. All that Remains</td>
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<td>Artist Books</td>
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Learning experiences:
- explore ideas, experimentation
- communicate and create possibilities using developing range of arts skills, techniques and processes
- create and make artworks for particular purposes
- studio visits
- artist/teacher demonstrations
- necessary terminology
- viewing of artworks
- develop ideas/create artworks
- set goals, priorities, timeframes
- planning and organising activities

Assessment Summary
Assessment is mostly practical in nature with oral and written components to further demonstrate skills and techniques developed.

Resolved Artworks: created using practiced media area.

Practical Portfolios: which demonstrate experiments, decision making, composition development, theme research. Linked to resolved artwork.

Oral Components: Artists interview about created artworks.

Written Components: Annotations explaining design choices, artist statements, and reflections.

Exhibition: presentation of resolved artworks.

Homework Requirements
Collating of portfolio and resolved work when required.

Resources/Stationery Requirements
RSH paid, Visual Art Diary, Lead pencil, Glue, Ruler, Eraser

Career Paths/Employment Opportunities
Career Opportunities: maker, technician, presenter, artist, graphic designer, printmaker.

Community/ Industry Links: craft, design, fine art fashion/ costume design, manipulating the media, photography, community arts, set/props design and construction.

Prerequisites
Whilst it is recommended that students complete the year 9 and 10 art course it is not an essential.
PROSERPINE STATE HIGH SCHOOL

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