



KEPNOCK

STATE HIGH SCHOOL
learning • responsibility • respect

2017

Senior Secondary Subject Information Years 11 & 12

National Registered Training Organisation No: 30321

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INTRODUCTION

At Kepnock we are a creative, confident and resilient community of learners prepared for the future.

This book provides information about the subjects offered in Years 11 and 12 at Kepnock SHS. Use it as a guide for selecting your subjects for 2017. To help you make good decisions, there is pertinent advice from a number of people such as the Guidance Officer and Heads of Department.

The book is divided into three sections:

- **Section 1** is Authority (OP) subjects;
- **Section 2** is Authority Registered;
- **Section 3** is Nationally Recognised Certificate (VET) courses.

Read the subject information carefully so you understand what each subject involves.

Subject Selection talks and a Parent Evening will also assist in providing you with valuable information.

We have designed a Senior Program which offers a world-class education.

Kepnock's focus is to provide access to multiple pathways for all Senior students. We have a dual emphasis on tertiary entrance, through achieving optimum Overall Positions (OPs), and career related Vocational Education. Students can select from a wide range of Authority Subjects (Section 1 of the booklet) that contribute to their OP. They can also focus on Vocational Education (VET) and Authority Registered areas of study. The latter subjects may include certificates that are nationally recognised and may lead to further studies through TAFE or other providers. Kepnock's Special Education Program offers alternative programs for students enrolled in the SEP.

It is our aim that the Queensland Certificate of Education (QCE) is achieved by all of our students by the time they complete Year 12.

We wish you all the best in your Senior years of schooling.
Disclaimer

- *Please note that while every intention is made to offer subjects as indicated in this booklet, this will always be contingent upon resources available at the time and numbers of students selecting subjects. In some cases minor modifications may occur. Classes may be run as composites with Year 11 & 12 students, or classes may be unable to run due to insufficient numbers. Certificate courses are approved by the QCAA at the end of each year.*
- *This year the subject selection process will require students to choose the subjects they most wish to study. From that process a set line structure will be developed from which students will make their final selections.*
- *All information was accurate of time of publication.*

QLD CERTIFICATE OF EDUCATION

The **QCE** is a certificate of achievement, not merely participation. Therefore in order to be eligible to be awarded this certificate, students must achieve:

- (1) a significant amount of learning
- (2) at a set standard of achievement
- (3) and meet literacy and numeracy standards

These key points are defined as:-

1. Significant Amount of Learning

Subjects undertaken will be allocated a set number of credit points. See QCE Credit Table below.

The student must achieve:

20 credits made up of:

- (a) minimum of 12 credits from **completed** core courses (i.e. subjects studied for four semesters)
- (b) a maximum of 8 credits from a combination of core, enrichment, advanced courses of study
- (c) a maximum of 6 credits from preparatory
- (d) a maximum of 2 Certificate I qualifications
- (e) the requirement for literacy and numeracy

QCE CREDIT TABLE							
Core courses usually undertaken by young people in the senior phase of learning		Preparatory used as "stepping stones" to further study		Enrichment generally offered by organisations other than those offering CORE or PREPARATORY		Advanced go beyond the scope and depth of what is considered senior secondary schooling	
	credit		credit		credit		credit
<ul style="list-style-type: none"> • Authority or Authority registered Senior subject • Senior external examination • VET Certificate II • VET Certificate III-IV • school-based apprenticeship • tailored training program • recognised international learning program 	<p>4</p> <p>4</p> <p>4</p> <p>5-8</p> <p>2-6</p> <p>4</p> <p>4</p>	<ul style="list-style-type: none"> • VET Certificate I • an employment skills development program (only 1 can count) • a re-engagement program (only 1 can count) Recognised certificates and awards Short courses in literacy and numeracy - QCAA 	<p>2/3 plus (maximum of 2 qualifications)</p> <p>2</p> <p>2</p> <p>As recognised by QCAA</p> <p>1 per course</p>	<ul style="list-style-type: none"> • a recognised certificate or award in areas such as music, dance, drama, sport and community development • Learning Project - Workplace, Community or Self-directed • recognised structured workplace or community learning • Authority extension subject eg. Extension Music 	<p>1</p> <p>1</p> <p>1</p> <p>2</p>	<ul style="list-style-type: none"> • a one-semester university subject achieved while at school • a two-semester university subject achieved while at school • competencies contributing to VET diploma or advanced diploma 	<p>2</p> <p>4</p> <p>Up to 8 credits (1 credit per competency completed)</p>
Minimum of 12 credits		Maximum of 6 credits		Maximum of 8 credits		Maximum of 8 credits	

2. A set standard of achievement:

- (a) For Authority and Authority-registered subjects, the agreed standard is a **Sound Level of Achievement**.
- (b) For VET certificates, the agreed standard is **Competence**
- (c) For other courses of study recognised or approved by the QCAA the agreed standard is a **Pass or the equivalent**

3. Literacy and Numeracy

A wide variety of things can be considered as demonstrating literacy and numeracy. They have been defined in terms of the Queensland Curriculum and Assessment Authority's (QCAA) English and Maths Syllabuses. e.g. a Sound Achievement for 1 semester in English or English Communication or a Sound Achievement for 1 semester in Senior Maths A/B/C or Pre Vocational Maths. A student who achieves at least a C on the Queensland Core Skills (QCS) Test will have met the requirements for Literacy and Numeracy. The QCAA has also developed short courses to confirm literacy and numeracy skills.

Example of possible Courses of Study:

Course of study – 1		
Learning	Type of learning	Potential credit
English	Core	4
German	Core	4
Mathematics A	Core	4
Modern History	Core	4
Geography	Core	4
Legal Studies	Core	4
Human Anatomy (CQU- 1 semester)	Advanced	2

Course of study – 3		
Learning	Type of learning	Potential credit
English	Core	4
Mathematics A	Core	4
ICT SAS	Core	4
Music	Core	4
BCT	Core	4
Self-directed project	Enrichment	1
AMEB Music Grade 6	Enrichment	1

Course of study – 5		
Learning	Type of learning	Potential credit
English	Core	4
Mathematics A	Core	4
Cert II in Hospitality	Core	4
Drama	Core	4
ICT (SAS)	Core	4
Physical Rec (SAS)	Core	4

Course of study – 7		
Learning	Type of learning	Potential credit
English Communication SAS	Core	4
Prevocational Maths SAS	Core	4
Certificate II in Hospitality	Core	4
Certificate III in Children's Services	Core	8
Certificate 2 in Tourism	Core	4
Structured workplace learning	Enrichment	1

Course of study - 2		
Learning	Type of learning	Potential credit
English	Core	4
Mathematics B	Core	4
Physics	Core	4
Chemistry	Core	4
Graphics	Core	4
Information Processing & Technology	Core	4

Course of study - 4		
Learning	Type of learning	Potential credit
English	Core	4
Mathematics A	Core	4
School-based apprenticeship	Core	6
Industrial technology studies (SAS)	Core	4
Physical Rec (SAS)	Core	4

Course of study - 6		
Learning	Type of learning	Potential credit
English	Core	4
Mathematics A	Core	4
Cert II in Hospitality	Core	4
BCT	Core	4
Certificate II in InfoTechnology	Core	4
Aquatic Practices	Core	4

Partially completed Certificates		
Certificate II	Certificates III-IV	Credit
25%		1
50%	25%	2
75%		3
Complete	50%	4
	75%	6
	Complete	8

Some Certificates III & IV are exempt and are worth 5, 6 or 7 credits

QLD CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of students whose learning is part of an individualised learning program. The QCIA adds to the suite of certificates that the Queensland Curriculum and Assessment Authority (QCAA) issues, and ensures that the educational achievement of all students can be recorded on a quality certificate.

The individual learning program for the QCIA does not have credit value nor does it contribute credit value towards the Queensland Certificate of Education (QCE) or the required pattern of learning for the QCE.

For further assistance contact:

- Deputy Principal Senior Secondary
- Head of Department Senior Secondary
- Guidance Officer

CHOOSING SENIOR SUBJECTS ADVICE FROM OUR GUIDANCE OFFICER

The subjects you choose can affect not only your immediate future career options, but also your enjoyment and success at school. Your SET Plan should be your main guide as you make your decisions.

OVERALL PLAN

Choose subjects:

- that you **enjoy**
- in which you have achieved **good results**
- which reflect your **interests and abilities**
- which help you reach your immediate **career and employment goals**
- which will develop **skills, knowledge and attitudes** useful throughout your life
- meet the requirements of the **QCE**

CAREER PATHWAYS

It is helpful to have a few career ideas in mind, but if you don't, select subjects that will keep immediate career options open.

Resources:

- Job Guide
- Tertiary Pre-requisites 2019
- QTAC Guide - see website
- www.myfuture.edu.au

FULL LIST OF SUBJECTS OFFERED BY THE SCHOOL

Keppock offers:

- Authority subjects:
 - contribute towards an OP
 - contribute to QCE
 - more academically demanding
- Authority registered subjects/Study Area Specifications
- Nationally Recognized Certificate (VET) courses:
 - do not contribute towards an OP, but can be used for a selection rank
 - contribute to a QCE
 - emphasise practical skills and knowledge relevant to specific industries

RESEARCH EACH SUBJECT FULLY

- **TALK** to teachers
- **TALK** to Heads of Department
- **TALK** to present Year 11 & 12 students
- **ATTEND** subject selection talks
- **READ** subject descriptions and course outlines carefully

CHOOSE A COMBINATION OF SUBJECTS THAT SUIT YOUR NEEDS AND ABILITIES

VOCATIONAL EDUCATION

Consider these if:

- you are interested in the subject
- it could provide a pathway to a career you are interested in
- you can gain credit for a higher level course you are interested in

TERTIARY ENTRANCE

For degree or diploma courses after Year 12:

- check pre-requisite subjects:
(*Tertiary Pre-requisites 2019*)
- make sure you are OP eligible (though it is possible to gain entry to tertiary courses with a selection rank)

ASK FOR HELP

- Teachers
- Heads of Department
- Guidance Officers etc

Subject Load:

In Years 11 and 12, students enrol in a full-time load equivalent to six subjects. Every student is required to study one English and one Maths subject. They then choose another 4 additional subjects from those offered in this handbook:

- 1 x English
- 1 x Maths
- 4 x other subjects

If a student enrolls in a program outside the school, such as a TAFE course, School-based Apprenticeship or University course, they may drop one of their school subjects in order to pick up time for their additional studies. This is negotiated through DP, HOD Senior Secondary, or Guidance Officer.

Subject Changes:

Students sometimes request a subject change at some time during Year 11 and 12. It is important to remember that subject changes can only be processed if:

1. There is space in the class you wish to enter
2. You meet any pre-requisites for the subject
3. You complete the Request for Subject Change form
4. You discuss your subject change with Guidance Officer, DP or HOD Senior Secondary
5. You apply at the appropriate time, that is:

Year 11	Semester 1	- beginning Term 1 - beginning Term 2 – Maths & English only
	Semester 2	- beginning Term 3 - beginning Term 4 - Maths & English only
Year 12	Semester 3	- beginning Term 1 - Beginning Term 2 - Maths & English only
	Semester 4	- Maths and English only in exceptional circumstances

Be aware that your eligibility for the QCE or an OP may be affected by subject changes.

Reduced Subject Loads:

Students in Years 11 and 12 may apply for a reduced subject load if they meet one of the following criteria:

- (a) they remain eligible for a QCE
- (b) they are studying a subject through Distance Education
- (c) they are on an overseas exchange program
- (d) they are undertaking a school-based traineeship/apprenticeship
- (e) adult re-entry student
- (f) they are undertaking a course of study or other activity, which in the opinion of staff constitutes a significant load e.g. TAFE study
- (g) experiencing personal difficulty (i.e. poor health)

In addition to the above, **students in Year 12** are permitted to apply for a reduced subject load if:

- (h) their performance in the subject they wish to drop is below average and/or the time spent on that subject may benefit the outcome in other subjects; **and** they have met all assessment and attendance requirements in that subject; **and** in the opinion of a Guidance Officer or other officer, the decision will not adversely affect their OP, Tertiary Selection Rank or QCE.

In addition to the above, students in Year 12 are permitted to apply for a reduced subject load if:

- (i) they have transferred from interstate or overseas or another school in Queensland at the beginning of Year 12 and have studied only five subjects in Year 11 at their previous school or they find it difficult to choose subjects which match with their previous subjects.

Distance Education:

Senior subjects are offered by the Brisbane School of Distance Education or through Virtual Schooling if the school does not offer a particular subject. However, you need to be aware that there are fees associated with this and that you need to liaise with your Distance Education teacher in terms of regular telephone and email contact. Guidance Officer and Deputy Principal - Senior Secondary can provide further information.

Semester Credit:

In order to obtain an Overall Position, Tertiary Selection Rank (TSR) or QCE, a student must complete a minimum of 20 semester units over their Senior schooling. In order to receive credit for each semester unit, you need to be:

- enrolled in the subject

AND

- meet **attendance** and **assessment requirements** both formative [not contributing to exit levels of achievement] and summative [contributing to exit levels of achievement] set out by the teacher at the beginning of the semester. If you have problems meeting these requirements (e.g. due to long-term illness) you need to see a Guidance Officer as you may be eligible for Special Consideration.

BEING OP ELIGIBLE – UNIVERSITY ENTRY

To be OP eligible a student must sit the QCS Test in Term 3 of Year 12. This is a QCAA requirement.

Students seeking University entry after Year 12 should pursue **Authority Subjects** that lead to an Overall Position (OP). To be eligible for an OP, a student must have a total of 20 semester credits of Authority (OP) subjects. 12 of these credits must come from subjects that have been studied for the full 4 semesters of Years 11 and 12. The box at the top of each subject description in this booklet indicates whether or not a subject contributes to an OP. Additionally, this booklet is organised with Authority subjects at the front, and Authority registered subjects and VET courses, at the back. Students may choose 5 or 6 Authority subjects to meet OP requirements. There are pros and cons to both options. An OP is calculated using a student's five best results from Authority subjects. When only five Authority subjects have been studied, all 5 will be used in calculating the student's OP. On the other hand, if the student chooses Authority registered or VET subject as their sixth subject, they will have more time to devote to their Authority subjects.

TABLE OF SUBJECT WEIGHTS

Table of subject weights for use in Year 12 in the year 2018

This table will be released at a later date by QCAA and available to the students.

1. In determining Overall Positions (OPs), all subjects are weighted equally (that is, they are all weighted at 5). For Field Positions (FPs), subjects are weighted unequally. That is, all subjects do not contribute equally to the determination of each FP. Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in that particular field. The weights for use in the calculations for students in Year 12 in 2017 can be found on the next page.
2. Field Positions may sometimes be used when decisions need to be made about which students will be offered a place in a particular course when they have the same OP. The particular field positions which will be used for a course are identified in the *Tertiary Pre-requisites 2019* Guide which Year 10s receive in Term 3.
3. **Please note:** It is not essential to be eligible for all 5 field positions, and indeed, we would advise against using this in determining your subject selection. It is necessary only to cover the field positions typically used in the types of courses in which you are interested in applying after Year 12.
4. To be eligible for a particular Field Position you need to accumulate 60 points over the 2 years.

For further information, please see a Guidance Officer

SECTION 1: AUTHORITY (OP) SUBJECTS

AGRICULTURAL SCIENCE (AGS) 051

Subject Outline:

This is a rigorous applied Science course that explores the ways people manage natural resources, such as Technologies, Machinery, Chemicals and Nutrition in plant and animal production systems. It provides the opportunity for students to acquire knowledge and develop problem solving and communication skills in an Agricultural context.

Students are involved in extensive practical work which complements the theoretical elements of the course.

Agricultural Science is an approved pre-requisite subject for Applied Horticultural, Animal & Environmental Sciences at University of Queensland and Central Queensland University.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Assessment Outline:

- Extended Research Response
- Crop study – Extended Agricultural Investigation
- Animal growth study - Extended Agricultural Investigation
- Mid and end of semester exams

Career Pathways:

- Bachelor of Applied Science (agricultural, horticultural, animal, environmental, and food science fields)
- VET or VET Nurse
- Teacher
- Department of Primary Industry; Department of Natural Resources
- Careers in environmental, water, climate, soil, plant and animal management

Potential Activities:

This is an academic subject that requires a high level of commitment to study, homework and assignment activities. Each of the fieldwork activities is supported with an in-depth theory component. The units include:

1. An introduction to agriculture – background and industries of significance
2. Agribusiness – decision making and management in Agriculture
3. Animal science – anatomy, physiology and nutrition
4. Plant science – anatomy and physiology
5. Plant production – nursery propagation, small-crop production, soil moisture management and growth trial
6. Animal production – handling, husbandry, management and feed trial
7. Soil science – soil profile, classification and sustainable practice

The subject is NOT suited to students who want only practical agriculture skills. Such students should enrol in Certificate II in Rural Operations. **(See Page 54 of booklet)**

Costs: No additional charges.

Student Requirements:

- A4 Spiral Notebook
- Pencil case containing: pens, scissors, glue, ruler, calculator
- Hat and sunscreen; sturdy, enclosed shoes or work boots

ANCIENT HISTORY (AHS) 020

Subject Outline:

Ancient History looks at civilizations from the time of early humans to the fall of the Roman Empire in the 5th century AD

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Semester 1 Studies of Palaeolithic & Neolithic Societies, Studies of Archaeology

Semester 2 Studies of Ancient Greece, Studies of Religion in Egypt

Semester 3 Studies of Philosophy, Studies of Power
(Rome, Egypt, Persia, Macedonia, Medieval England)

Semester 4 Personalities in History (Egypt, Rome)

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Assessment Outline:

There are five pieces of assessment each year:

- Research assignment
- Essay
- Multi-Modal presentation
- Response to stimulus test
- Objective short answer test

Career Pathways:

The study of Ancient History has direct relevance to the careers of teaching and archaeology, but also to the fields of journalism, law, politics, art, travel and religion

Potential Activities:

Field trips:

- **Year 11:** Archaeological Dig
- **Year 12:** Temples Excursion

Student Requirements:

There are **no** pre-requisites but previous successful study of a Humanities subject, particularly History, would be an advantage.

Vocational Relevance:

History helps develop social awareness and gives depth to your knowledge of the world, both past and present. The guided approach taught in assignment writing and research procedure allows the History student to gain skills that are invaluable for research at a tertiary level. Specific skills that will be gained include:

- Reading and Comprehension
- Library research
- Note taking
- Logical thinking
- Layout and presentation of assignment work

BIOLOGY (BSC) 042

Subject Outline:

This is the study of the living world that covers ecology, human impact on the environment, anatomy, physiology, plants, animals, cell functions, disease, reproduction and development, genetics, and evolution. This is an academic subject that requires a high level of commitment to study, homework, practicals, field trips and assignment activities. The workload is heavy.

There is also a *mandatory fieldwork* component. Students must be prepared to attend field excursions.

Students who did not achieve an A or B in Year 10 Science and English will find this subject difficult and will need to negotiate enrolment in the course with the HOD Science.

Assessment Outline:

- Extended Investigation Reports
- Assignments
- Laboratory reports
- Research project - including a compulsory field excursion
- Written tasks (which may be an exam)

Career Pathways:

Bachelor of Science type tertiary study, Nursing, Medicine, Agriculture, Teaching, Pharmacy and other applied science and health related courses

Potential Activities:

The course is experimentally based with a wide range of activities undertaken. Essential skills will be developed in this manner as students examine a variety of biological materials.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

(Students will receive a Student Workbook each year, the cost of which is not refundable if students change out of the subject.)

Student Requirements:

- 2 x 64 page A4 exercise books (not spiral bound) each year (logbooks for assessment)
- Pencil case containing: pens, glue, scissors, ruler, and scientific calculator
- Biozone Student Resource and Activity Manual (cost included in the fees above)
- Exercise book for class notes

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	✓

BUSINESS COMMUNICATION AND TECHNOLOGIES

(BCT) 063

Subject Outline:

Business Communication and Technologies encompasses theoretical and practical aspects of business which students are likely to encounter in their lives.

The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings and shape the development of students' knowledge and skills.

The topics studied during the two years are: Business Environments, Social Media, Organisation and Work teams, Workplace Health, Safety and Sustainability, International Business, Managing People, Industrial Relations and Financial Administration.

Assessment Outline:

Students are assessed against standards described in terms of:

- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

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 and providing recommendations to solve problems and justify solutions and/or actions.

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

Career Pathways:

This subject may lead to employment in such areas as Business Administration, Events Administration, Workplace Health and Safety or Tertiary Study in the fields of Business, Business Management, Accounting, Events Management and Human Resources.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business within society. A significant feature of Business Communication and Technologies is its relevance to future pathways, as it provides useful knowledge and competencies for life. Through the analysis of business issues, the course of study provides rigour and depth and lays an excellent foundation for students in tertiary study and for their future employment.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

CHEMISTRY (CHM) 040

Subject Outline:

This is the study of matter. A large proportion of time is spent on practical work and the development of scientific skills. This is an academic subject that requires a high level of commitment to study, homework and assignment activities. Students who did not achieve an A or B in Year 10 Science, Maths and English will find this subject difficult as many of the concepts build upon prior learning and are mathematically based. The workload is heavy.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Assessment Outline:

- Mid and end of semester exams
- Laboratory reports
- Research assignments
- Practical skills tests
- Experimental Investigations

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	✓

Career Pathways:

Chemistry is a useful (and sometimes pre-requisite) subject for entry into tertiary courses such as: Agricultural Science, Applied Science, Dentistry, Engineering, Medicine, Pharmacy, Science, Veterinary Science, Teaching, Radiography, Health Surveying plus many non-tertiary courses. (See the Guidance Officer for detailed information)

Potential Activities:

Topics include periodicity - trends in the periodic table, chemical analysis to find unknown substances, Forensic Chemistry, Industrial Chemistry, Organic Chemistry. Research assignments require students to work independently on their own task.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

- 4 x 64 page A4 exercise books (**not** spiral bound) each year
- Pencil case containing: pens, glue, scissors, ruler and a scientific calculator
- 4 x 48 page A4 exercise books (logbooks for assessment)

DANCE (DAN) 085

Subject Outline:

Dance is a human activity of ancient tradition. Through dance, the human body can be used to convey ideas, images and feelings, and can be used as an instrument of communication. Senior Dance examines how and why people dance, and gives students practical experience in a range of dance styles. Students also develop an understanding of the elements of choreography and apply these in their own compositions.

In the mastery of dance, another dimension is added to students' communication skills, and both self-realisation and self-expression are increased. The study of dance strengthens cultural awareness and develops culturally informed individuals who have the ability to become active participants in society and contribute creatively to its advancement.

The Dance course in Years 11 & 12 consists of a number of developmental units.

Within each of the units, the following aspects of dance are studied:

- the CHOREOGRAPHING, or making, of dance
- the PERFORMING of dance
- the APPRECIATING of dance

The following is a list of the unit content to be covered in Years 11 and 12 over the two year course of study:

YEAR 11: Musical Theatre
Popular Dance
An Overview of Ballet
Contemporary Dance

YEAR 12: Contemporary Dance
Popular Dance of the Youth Culture
Post-Modern Dance
Independent Study

PRE-REQUISITES:

Students do not need to have any previous dance experience. However it is helpful to have studied Dance in Year 10. They need to have a keen interest in movement and dance. Students must be prepared to participate fully in **ALL** aspects of dance presented. A sound achievement in English is recommended.

Assessment Outline:

- Year 11 is Formative
- Year 12 is Summative
- 4 Choreographic Tasks (individually assessed)
- 4 Performance Tasks (individually assessed)
- 4 Written Assignments
- Term 4 (Year 12) is an independent study unit where the student may choose the assessment task which best suits them.

Career Pathways:

- Continuing with higher education in this field can lead to employment as a dance performer and choreographer for companies and independent practice, dance educator and administrator in the public and private sector and dance specialist within the health and recreation sectors.

Potential Activities:

- Arts Night
- Various Public Performances
- Excursions
- Presentation Night
- Extension Activities
- Group & Individual Tasks
- Workshops

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

- A **black leotard** and **black leggings/'dance' pants** or bike pants are **required for assessment**.

Vocational Relevance:

- Potential employment in the Arts, Communication, Education, Entertainment and Creative Industries.
- Enhances ability in employment in various areas requiring creativity.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

DRAMA (DRA) 088

Subject Outline:

In Senior Drama students learn about a range of forms and styles of the dramatic art form and gain understandings of human experiences in different cultures, times and places. The course gives students the opportunity to participate in a range of assessment tasks manipulating the elements of drama and dramatic conventions appropriate to a range of dramatic styles and texts. Senior Drama allows students to enhance and develop both written and non-written communication skills.

Engaging in drama promotes:

- confidence
- cultural understanding
- planning and organisational skills
- group negotiation and decision making skills

Semester One Formative

Term 1 - Ancient Greek Theatre

Term 2 - Realistic & Post-Modernist Theatre

Semester Two Formative

Term 3 - Impact of Technology or Drama

Term 4 - Absurd Theatre

Assessment Outline:

- Students work on tasks in three (3) dimensions – Forming, Presenting and Responding.

YEAR 11 is FORMATIVE

It parallels Summative Assessment for Year 12

- 2 Responding Tasks (written extended response 800-1000 words, multimodal extended response 3-5 minutes)
- 3 Presenting Tasks (group performances 2-3 minutes per group member, individual performances 2-3 minutes)
- 2 Forming Tasks (non-practical script writing 800-1000 words, practical directorial input 4-6 minutes)

Year 12 is SUMMATIVE

- 2 Responding Tasks (extended written response 1000-1200 words, extended multimodal response 4-5 minutes)
- 2 Presenting Tasks (group performances 3-5 minutes per group member)
- 2 Forming Tasks (non-practical script writing 1000-1200 words, practical directorial input 6-8 minutes)
- 1 Flexible Task: Students choose Forming **OR** Responding **OR** Presenting.

Career Pathways:

TERTIARY & TAFE Courses are available for students. Graduates can find employment in the field of Arts as:

- Primary & Secondary Drama Teachers
- Arts Administration
- Playwrights
- Directors
- Stage Managers
- Stage Designers
- Drama therapists
- Community Arts Officers
- Actors
- Theatre Technicians
- Employers can include State Theatre Companies, Film and Television, Theatre Restaurant, Touring Productions Community Groups

Potential Activities:

- Arts Night
- Parents' Evenings
- Participation in professional workshops
- Attendance at Live Theatre Performance
- Attendance at extra Arts Council Performances
- Drama Excursion

Costs: This subject requires students to pay a subject fee for excursions, workshops and access to specialist drama equipment and supplies.

Student Requirements: Students must be prepared to work extensively in their own time to complete assignments, learn lines and rehearse for performances. Students must also possess the ability to make positive contributions towards group performances. A sound level of achievement in English will assist in completing the written assessment.

Vocational Relevance:

- Employment in Arts, Communication and Entertainment Industries
- Enhances opportunities in Tourism, Hospitality Industries and those involving close contact with the public

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

- imagination
- working within a team and individually
- problem solving
- critical and creative thinking

Semester Three Summative

Term 1 - Contemporary Aboriginal & Torres Strait Islander Theatre

Term 2 - Political Theatre

Semester 4 Summative

Term 3 - Physical Theatre

Term 4 - Finding your Theatrical home

ENGLISH (ENG) 001

Subject Outline:

The main aim of the Senior English course is to develop a student's ability to use language appropriately and effectively. Over the two-year course, students will encounter a range of different topics, subjects, writers, novels and plays. Through real and life-like learning situations, students will examine, evaluate and construct texts that explore the potential that language provides to interact and engage in a contemporary literary world. They will learn how to use language to make meaning, to persuade or inform people, and to entertain. The two-year course is broken into the following four semester units:

Semester One – Year Eleven – How Do We See Australia? This unit examines Australian novels, plays and poetry that have contributed to the forming of an Australian identity, including how we represent Australian values to a global community.

Semester Two – Year Eleven – Representing the local community. This unit investigates members of the local community and how they can be represented by text design and language choices.

Semester Three – Year Twelve – Creating Realities. Students examine how the media constructs texts that 'build' a reader's understanding and knowledge of a global issue.

Semester Four – Year Twelve – Understanding Human Nature. The main focus of the final unit is an in-depth study of a Shakespearean play and how aspects of human nature are represented in depth.

All assessment in Year Eleven is formative (i.e. it does not contribute to their final result in Year Twelve) and is designed to give students a grounding in the type of activities that they will be completing in Year Twelve. *(Note: any student who does not take advantage of their opportunities in Year Eleven will find Year Twelve a difficult year of study.)* All the work completed in Year Twelve is summative and will be used to determine the student's overall level of achievement. The assessment in both years covers a range of genres, or types of language, different conditions, audiences, situations and purposes. The accumulation of assessment related to these elements serves to determine a final level of achievement.

Successful completion of 4 semesters of Senior English is a pre-requisite for the majority of university courses

Assessment Outline: Generated in response to the 2010 QCAA Syllabus requirements

Year Eleven	Year Twelve
Narrative: 500 words in supervised conditions	Imaginative: 600 – 800 word narrative, supervised conditions
Reflective Response: 600 - 1000 word feature biography	Reflective Response: 800 - 1200 word feature article with student nominated audience & focus.
Persuasive Exposition: 3 – 4 minute speech	Persuasive Speech: 4 - 5 minute hortatory speech.
Imaginative response: 3 – 5 minute monologue	Imaginative: 5 – 7 minute transformation of a Shakespearean text in multi-modal conditions.
Exposition: 500 - 700 word exam conditions	Expository: 600 - 800 word analytical exam essay
	Reflective: Student choice of spoken or written reflection; 800 words or 5 - 7 minutes

Career Pathways:

It must be acknowledged that English is an academic subject that leads to many University options. Like Physics, Chemistry, Maths B, Accounting, etc., the Senior English course is primarily designed to assist students in their pursuit of academic goals.

Potential Activities:

A major focus of the English course is the development of a student's ability to use a wide range of texts and language types to communicate. Students will be encouraged to examine texts that have direct relevance to themselves before more challenging texts are introduced to the course. There is a strong emphasis on how emerging technologies such as email, multi-modal texts and the internet are affecting how communication occurs.

Student Requirements:

Each student is required to complete all tasks, both written and spoken, during the two year course and will have a considerable amount of reading to complete within increasing levels of complexity and independence. Therefore, any student who did not gain a strong Sound Achievement (C) in Year Ten will have difficulty with the work demands of Senior English. There is a significant gap between Year Ten English and Year Eleven English. If students are not aiming for a place at a tertiary institution, or do not need English as a pre-requisite, then it would be strongly suggested that they select English Communication.

Vocational Relevance:

A good understanding of English will always be a valuable asset for a worker in the workplace.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

FILM TELEVISION AND NEW MEDIA (FTM) 093

Subject Outline:

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The 'information' and 'creative' industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems only set to increase, given that moving-image media will play an increasing prominent part in our work and leisure.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Possible Assessment Outline:

Year Eleven (Formative)	Year Twelve (Summative)
Unit 1: A Strong Foundation – Intro to film analysis	Unit 5: Man and Wife – Representations of gender in Film and Television
Unit 2: Hollywood in our Home – History of Hollywood, Parodies and Spoofs	Unit 6: Opportunity Knocks – Experimental film making techniques
Unit 3: Our Aussie Shelter –Public Service Announcements	Unit 7: Don't Fence Me In – Censorship and New Media
Unit 4: Framing Reality – Understanding the Reality TV genre	Unit 8: A New Arrival - World Cinema (Japanese Horror, German Expressionism & French New Wave)

Assessment Outline:

Students study Film, TV and New Media through five key concepts that operate in the contexts of production and use. These key concepts are: technologies, representations, audiences, institutions and languages.

In **critique** students apply the key concepts to analyse and evaluate products and their contexts of production and use. A *critique* is an analysis and evaluation of a product and/or the contexts of production and use. A critique may be presented in a variety of formats including written, spoken, or moving-image based.

In **design** students apply the key concepts to create proposals for products using preproduction formats. A design proposal or concept is comprised of ideas that together form a coherent outline for a product. A proposal is presented in a variety of formats such as treatments, character outlines, annotated character images, scripts, film scripts (or screenplays), shooting scripts (or shot lists), soundtracks, and storyboards.

In **production** students apply the key concepts to create products using production practices. Products are created from design proposals in a variety of genres, styles and formats. A *product* is a video production (film, TV program, and advertisement), animation, soundtrack (with accompanying images) or video game. In this syllabus, a product *does not have to be entire* such as a movie or a game. The created products serve different purposes such as to inform, entertain, educate, challenge, persuade.

Career Pathways:

Senior Film Television & New Media may lead to work and/or further study in the creative industries such as advertising, animation, audio engineering, film industry, television industry, graphic design, journalism, photography, publishing, scriptwriting, web design etc.

Potential Activities:

During the course of study students may have the opportunity to be involved in the following activities: Use and experiment with video cameras and digital editing software and work in small groups to design and create original productions. Students view a variety of film and television genres and make critical evaluations and observations that use green screen effects and use their creativity to develop and script original film ideas as well as examine the film industry and its impact on society.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

Students must be prepared to work extensively in their own time in order to complete assignments, film and edit their video productions. Students must also possess the ability to make positive contributions towards group projects. A sound level of achievement in English will assist in completing the written assessment. An 8GB USB and minimum of 16GB SD card (class 10 for HD video work) will also be required.

Vocational Relevance:

Critical literacy skills used within this course will enable students to think, question, create and communicate by designing, producing and critiquing film, tv and new media products. These skills are not only of vocational value but they also facilitate informed and social participation.

GEOGRAPHY (GEG) 024

Subject Outline:

Geography studies the interaction between people and the environment with emphasis on spatial technologies. The current world focus on sustainability makes this a very relevant and topical course, with growing job opportunities.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

The areas of study over the two years include:

Semester 1 Year 11 – Managing the Natural Environment

- Responding to natural hazards: the causes and impact of natural disasters
- Managing catchments – Case studies of rivers, problems and issues in management

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Semester 2 Year 11 – Social Environments

- Sustaining urban and rural communities – urban problems and issues
- Planning places – town planning

Semester 3 Year 12 – Resources and Environment

- Mining in Australia – the physical environment, impact of mining and sources of energy
- Sustaining biodiversity – natural ecosystems, national parks and ecotourism

Semester 4 Year 12 – Social environments

- Feeding the world's people – agricultural systems and dealing with the food crisis
- The geography of disease – types of diseases and their relationship to development

Assessment Outline:

Students will complete four pieces of assessment each semester. A combination of:

- Objective test
- Field Studies
- Practical Reports
- Essay Response to Stimulus

Career Pathways:

Geography provides an excellent background to a wide range of careers such as Teaching, Travel, Tourism and Recreation, Town Planning, National Parks, Environmental Management, Meteorology, Government, Cartography, Agriculture, Journalism, Sales Management and Spatial Technology.

Potential Activities:

Students will have the opportunity to participate in a wide range of activities, including library and internet research; practical activities relating to data, mapping, surveys; GIS and computer mapping, field studies, and textbook work.

Costs:

Students must participate in Field Work each semester. Costs vary from \$5 - \$35 per semester.

Student Requirements:

There are **no** pre-requisites but previous successful study of a Social Science subject, particularly Geography, would be an advantage.

Vocational Relevance:

Throughout the course, students will have the opportunity to gain valuable skills in the areas of research, essay writing and presentation skills, analytical thinking, problem solving, decision making and investigative research. For tertiary students Geography generally has a higher field score and covers more CCE's than other subjects.

GERMAN (GER) 006

Pre-requisite: Year 10 German (at least C)

The Senior German course builds on the learning from Years 8, 9 and 10. Languages cover most of the core curriculum elements required for the Qld Core Skills Test (QCS) and research has shown that learning another language enables students to achieve better results in their own language.

The University of Qld, Qld University of Technology, University of Southern Qld, Griffith University and the Australian Catholic University are offering bonus rank points for university entry for students who have studied a language in Years 11 and 12.

Learning a language can be useful in these **careers**:

- Tourism and hospitality
- Business and commerce
- Science
- Police
- Public service, diplomatic service
- Armed forces
- Law
- Public Relations
- Tertiary, ESL, migrant education
- Teaching – (primary or secondary) should consider continuing with a language

Course Outline:

The focus of the course is to communicate across a range of contexts through comprehending and conveying meaning. The capacity to evaluate and create texts is critical to creative thinking, and intellectual flexibility and problem-solving. Learning an additional language provides the opportunity for development of these interrelated skills by requiring that language be used in a meaningful way through the exchange of information, ideas and perspectives that are relevant and useful to students.

YEAR 11

1. My World
2. Exploring my World

YEAR 12

1. Our Society
2. My Future

Assessment Outline:

Year 12

- Assessment will consist of at least 4 mandated assessments including an external exam

Year 11

- Assessment will be similar in nature to those in Year 12

Workload:

The nature of language learning requires consistent learning throughout each week (preferably daily) consolidating and completing exercises initiated during class time.

Exchanges and Scholarships: At the end of Year 11, students are eligible for an exchange to Germany during the Christmas holidays.

Subject Charges: Refer to Student Resource Scheme Fees Form for details. Additional costs may be incurred for excursions and other subject related activities.

Contributes to OP	Yes
Potential QCE credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

GRAPHICS (GPH) 076

Subject Outline:

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience. Students research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics develops students' understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. They make judgments and justify decisions.

The majority of the teaching time in Graphics is devoted to using computers and CAD software.

Areas of Study:

• Industrial design

Industrial design uses a combination of applied art and applied science to improve the aesthetics, utility and usability of a product, which may also improve the product's marketability and production.

• Built environment design

Built environment design includes the areas of architecture, landscape architecture and interior design. It refers to indoor and outdoor spaces that have been structurally changed by human action.

• Graphic design

Graphic design involves the manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication. Graphical products include identity (logos and branding), publications (magazines, webpages, newspapers and books), advertisements, product packaging, maps and charts.

Assessment Outline:

Students are required to complete a minimum of one Design Folio, one Exam and classwork in each semester of study.

Career Pathways:

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

Costs: Refer to Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

Students should visualize, draw and sketch objects in 2 and 3 dimensional representations and then be able to electronically generate their ideas using CAD software. Students will also require access to a computer outside of school to complete design folios. Students must be achieving at least a Satisfactory (C) Level in Year 10 English to cope with the literacy demands of Graphics.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	✓

HEALTH EDUCATION (HED) 067

Subject Outline:

Health Education requires students to have strong opinions about their own health. It may involve possible advice to a friend or relative about their health or habits. If such an approach interests you then this subject may be for you.

Health Education requires students to have good communication skills (written and oral).

Senior Health Education allows you the opportunity to investigate the issues, reasons and influences on your own, your family's and your community's health. Debates, surveys and promotions are just some of the activities associated with the study of Health Education.

Issues covered in the course include the following:

- diet and takeaway food
- influences on body shape and body image
- self-esteem and how it affects your health
- sexual health
- young drivers and road safety
- health promotion strategies
- inequality in health outcomes for men and women
- Indigenous health

Assessment Outline:

There is an emphasis on writing skills and these are developed in class work to enable the students to become more skilful writers and critical thinkers.

Assessment tasks include:

- Research reports
- Feature articles
- Oral/PowerPoint presentations
- Analytical essays
- Conducting a health promotion
- Exams

Career Pathways:

As an OP subject, HED would provide an excellent foundation for the following university courses:

- Health professionals (physio, OT, radiology)
- Teaching
- Medical
- Defence forces
- Police force

Other possible career paths not requiring OP entry:

- Teacher aide
- Palliative care
- Enrolled nursing
- Nursing home worker
- Medical administration
- Counselling
- Hospital worker

Student Requirements:

Students must be achieving at least a **Satisfactory (C)** level in Year 10 English to be able to cope with the literacy demands in HED.

- *USB flash drive*
- *A4 Display Book*

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

INFORMATION PROCESSING TECHNOLOGY (IPT) 087

Subject Outline:

Information Processing Technology touches many aspects of human life and draws on and is applied to diverse fields of study such as **mining, engineering, education or business**. As a result, the study of this subject will contribute in a significant way to the general education of students, whether or not they intend proceeding to employment specific to information technology.

NO prior knowledge in this area is needed or expected

Assessment Outline:

Information Processing and Technology has a practical approach and a significant emphasis on problem solving through applying the design, develop and evaluate cycle, within six topics that are combined into two main topics of Web Application Design and Development (PHP/MySQL programming) and Information Systems.

Potential Assessment Activities:

Examinations, Writing Tasks, and Major and Minor Projects

Career Pathways:

University degrees in IT, Software Engineering, TAFE, Diploma in IT, Certificate IV in IT. The emphasis is on information systems and application design and development, not on technical aspects of computer systems.

Potential Activities:

Programming Browser based Application – such as hotel and car rental web applications.

Exploring both the positive and negative influence of IT on our world.

Design and development of smart solutions for business to handle organise and store mission critical data. A common thread throughout the above topics is HCI –Human Computer Interactions which examines how applications are develop to allow accessibility for all.

Student Requirements:

- Students need to have access to a computer and internet at home for assessment and research purposes.
- It is highly recommended that students achieve a SA (C) or better in Year 10 English and have an ability to communicate well to be able to achieve a successful outcome in this course.
- An ability and willingness to analyse problems and provide solutions is essential.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

JAPANESE (JAP) 009

Pre-requisite: Year 10 Japanese (at least C)

The Senior Japanese course builds on the learning from Years 8, 9 and 10. Languages cover most of the core curriculum elements required for the Qld Core Skills Test (QCS) and research has shown that learning another language enables students to achieve better results in their own language.

The University of Qld, Qld University of Technology, University of Southern Qld, Griffith University and the Australian Catholic University are offering bonus rank points for university entry for students who have studied a language in Years 11 and 12.

Learning a language can be useful in these **careers**:

- Tourism and hospitality
- Business and commerce
- Science
- Police
- Public service, diplomatic service
- Armed forces
- Law
- Public Relations
- Tertiary, ESL, migrant education
- Teaching – (primary or secondary) should consider continuing with a language

Course Outline:

The focus of the course is to communicate across a range of contexts through comprehending and conveying meaning. The capacity to evaluate and create texts is critical to creative thinking, and intellectual flexibility and problem-solving. Learning an additional language provides the opportunity for development of these interrelated skills by requiring that language be used in a meaningful way through the exchange of information, ideas and perspectives that are relevant and useful to students.

YEAR A

1. My World
2. Exploring my world

YEAR B

1. Our Society
2. My Future

Assessment:

Year 12

- Assessment will consist of at least 4 mandated assessments including an external exam

Year 11

- Assessment will be similar in nature to those in Year 12

Workload:

The nature of language learning requires consistent learning throughout each week (preferably daily) consolidating and completing exercises initiated during class time.

Exchanges and Scholarships: At the end of Year 11, students are eligible for an exchange to Japan, through various organisations.

Subject Charges: Refer to Student Resource Scheme Fees Form for details. Additional costs may be incurred for excursions and other subject related activities.

Excursions: Students are eligible to participate in the Japan Trip from Year 10 onwards.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

LEGAL STUDIES (LEG) 029

Subject Outline:

A four-semester course of study includes:

- The Legal System
- Human Rights
- Introduction to Civil Obligations
- Criminal Law
- Sport and the Law
- Family and the Law
- one independent inquiry, assessed as a written extended research response in Year 12 prior to verification

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Assessment Outline:

In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses. Exit standards are used to make judgments about students' levels of achievement at exit from a course of study.

The following dimensions must be used:

- Dimension 1: Knowing and understanding the law
Dimension 2: Investigating legal issues
Dimension 3: Responding to the law

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.

Career Pathways:

A course of study in Legal Studies can open a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

Learning Activities:

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders' perspectives.

From different perspectives and viewpoints, you will evaluate and synthesise a range of information and critique stakeholder responses. You will make recommendations about the suitability of legal outcomes and their implications for justice and equitability. You will examine and justify your own opinions by making constructive judgments and informed commentaries on the law, its system and processes.

In class activities, you will have opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials. An excursion to Brisbane to the Supreme Court and to Parliament House is planned at this stage.

Costs: Resources are provided as part of the Student Resource Scheme.

Student Requirements:

Achieving at least a Sound Level of Achievement (C) in Year 10 English.

MARINE SCIENCE (MRN) 047

Subject Outline:

Marine science is concerned with researching marine environments to determine their biological and oceanographic features. It is also focused on devising conservation strategies that may lead to a sustainable future. Marine Science enables enquiry based learning where by students explore marine environments, issues and problems in various contexts, including field activities and laboratory investigations. This is an academic subject that requires a high level of commitment to study, homework and assignment time. Minimum satisfactory achievement for Year 10 Science MUST be at least a B standard.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Assessment Outline:

- Mid and end of semester examinations
- Extended Marine Investigations (EMI's)
- Extended research response (ERR)
- Action research
- Response to stimulus

Career Pathways:

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, tourism, seafood and maritime industries.

Potential Activities:

Topics include:

- Marine biology (Classification, adaptations and biodiversity)
- Oceanography (Ocean zones, currents, tidal movements and weather)
- Conservation and Sustainability (management practices, zoning legislation, Data collection).
- Marine Research Skills (Data collection via boating and use of marine technologies)

Costs: This subject comes with a **fee** which is used to assist with expenditure with practical components.

Possible Excursions:

Various marine locations, in the Bundaberg region, are utilized for skill development and data collection. Extended field investigations will occur throughout the region.

Note: There is a compulsory 18 hours of field work per year for this subject. If this cannot be adhered to, your enrolment in the course may be declined.

Student Requirements:

- Pencil case containing: Pens, glue, scissors, ruler and scientific calculator.
- Exercise books
- Old shoes and clothing suitable for data collection on fieldtrips.

MATHEMATICS A (MAA) 036

Subject Outline:

This course requires a consistent approach from students to apply and communicate the mathematical skills and procedures studied.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

The course covers:

- **Managing Money** – bank interest, credit cards, loans, taxation, budgeting, investments.
- **Elements of Applied Geometry** – simple trigonometry, area and volume, latitude, longitude and time zones.
- **Linking Two and Three Dimensions** – scale drawings and plans, estimation of quantities and costings.
- **Data Collection and Presentation** – graphical and tabular presentations, simple methods for describing and summarising data.
- **Maps and Compasses Involving either Navigation or Land Measurement** – practical use of a variety of maps, compass bearings, orienteering, navigation, site plans.
- **Exploring and Understanding Data** – summary statistics, simple probability, interpretation of reports in the media and the elective topic is Networks.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

It is recommended that students enter Mathematics A with a 'C' grade or better from Mathematics A preparation in Year 10.

Assessment Outline:

Students will be assessed in a variety of ways.

Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will undertake a supervised examination at the end of each term.

Career Pathways:

Teaching, Toolmaking, Sheet-Metal Working, Fitting & Turning, Carpentry, Plumbing, Auto Mechanics, Tourism, Hospitality, Architecture, Nursing, Administration and Managerial Employment. For full details of career opportunities leading from a study of this subject see the QTAC guide to tertiary courses.

Potential Activities:

Students will participate in a wide range of activities such as:

- Investigating the efficient use of **credit cards** or the cost and upkeep of a **swimming pool**
- Designing a large car park or an optimum **sprinkler system** for a home garden
- Examining how statistics are used in the media, for example, in **advertising** or in **weather reports**
- Following an orienteering path and **reading maps**

Student Requirements:

- 1 Maths Workbook – suitable for the whole year
- 1 Maths Journal – 48-64 pages
- 1 Scientific Calculator (Casio FX82AU Plus)
- 1 Ruler
- 1 Protractor
- Pens, pencils and eraser
- A4 paper for assessment items

MATHEMATICS B (MAB) 037

Subject Outline:

This is a rigorous course that requires a high level of commitment from students. The course covers:

- **Introduction to Functions** – linear, trigonometric, periodic, power, exponential and logarithmic.
- **Rates of Change** – instantaneous and average rates of change.
- **Periodic Functions and Applications** – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions.
- **Exponential and Logarithmic Functions and Application** – exponential functions, logarithmic functions, the relationships between them, compound interest, annuities.
- **Optimisation using Derivatives** – differentiation as a tool in a range of situations which involve the optimisation of continuous functions.
- **Introduction to Integration** – applications of integration.
- **Applied Statistical Analysis** – types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

It is recommended that students enter Mathematics B with a 'C' grade or better from Mathematics B preparation in Year 10.

Assessment Outline:

Students will be assessed in a variety of ways.

Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will undertake a supervised examination at the end of each term.

Career Pathways:

Mathematics and Science Education, Natural and Physical Sciences, Medical and Health Sciences, Engineering Sciences, Information Technology and Computer Science, Business and Tourism, Economics and Commerce, Industry, Manufacturing and Trades. For full details of career opportunities leading from a study of this subject see the QTAC guide to tertiary courses.

Potential Activities:

Students will participate in a wide range of activities such as:

- Calculating the amount of **compound interest** generated over a given period using a graphing calculator or a suitable computer software package
- Discussing how **instantaneous rates of change** may be used to measure the sensitivity of the human body to various stimulants or sedatives
- Using computer software and graphing calculators in the investigation of **optimal points** and **optimal values** in life-related situations
- Discussing different **sampling situations**, possible difficulties and sources of bias

Student Requirements:

- 1 Maths Workbook – suitable for the whole year
- 1 Maths Journal – 48-64 pages
- 1 Graphics Calculator (provided by Textbook Hire)
- 1 Ruler
- 1 Protractor
- Pens, pencils and eraser
- A4 paper for assessment items

MATHEMATICS C (MAC) 038

Subject Outline:

This is a rigorous course that demands a high level of commitment from students. Core topics are:

- **Introduction to Groups** – group theory to identify common features in real and complex number systems, matrices and vectors.
- **Real and Complex Number Systems** – extends knowledge of the real number system and students investigate the complex number system.
- **Matrices and Applications** – study of algebraic structure of matrices and use of matrices in life related situations such as codes, dominance and game strategies.
- **Vectors and Applications** - Study of vectors, relationship between matrices and vectors, use of matrices in practical situations such as surveying, velocity and relative velocity and in situations involving forces.
- **Calculus** - extends or builds upon calculus from Mathematics B and life related practical situations of rates of change.
- **Structures and Patterns** – studies arithmetic and geometric progressions and other patterns such as Pascals and Fibonacci.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

It is recommended that students enter Mathematics C with a 'C' grade or better from Mathematics B preparation in Year 10.

Assessment Outline:

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will undertake a supervised examination at the end of each term.

Career Pathways:

Mathematics and Science Education, Natural and Physical Sciences, Medical and Health Sciences, Engineering Sciences, Information Technology and Computer Science, Business and Tourism, Industry, Manufacturing and Trades. For full details of career opportunities leading from a study of this subject see the QTAC guide to tertiary courses.

Potential Activities:

Students will participate in a wide range of activities such as:

- Exploring the use of **complex numbers in electric circuit theory**, vibrating systems of aerofoil designs or other applications
- Investigating the application of **matrices in economic models, animal populations or game theory**
- Studying the **path of flight of projectiles** (e.g. a golf ball) and finding the time of flight and distance travelled given different initial velocities and angles of projection.
- Comparing the **forces used in locomotion**, for example walking, hopping, jogging and cycling.
- Exploring the use of **differential equations** in carbon dating, radioactive decay, population growth and atmospheric conditions

Student Requirements:

- 1 Maths Workbook – suitable for the whole year
- 1 Maths Journal – 48-64 pages
- 1 Graphics Calculator (provided by Textbook Hire)
- 1 Ruler
- 1 Protractor
- Pens, pencils and eraser
- A4 paper for assessment items

Vocational Relevance:

While tertiary institutions tend not to list Senior Mathematics C as a pre-requisite – some courses such as Science and Engineering have Mathematics C based components in them. Mathematics C is suggested by these institutions as recommended study.

MODERN HISTORY (MHS) 021

Subject Outline:

The units studied in Modern History are:

Semester 1: The Individual in History

- From Darwin to Picasso to Hitler & Beyond. How have individuals shaped history?

Semester 2 – The History of Ideas and Beliefs

- Nationalism, Imperialism & Racism in Ireland, India, South Africa & Australia

Semester 3 – Studies of Power

- Fascism and a study of **your** choice of a powerful person.

Semester 4 – Studies of Change

- From the hectic 60's to the present day, what have been the events that have made a difference to our world?

Assessment Outline:

Each year there will be:

- extended written response to sources
- written research assignment
- short response to stimulus test
- a multi-modal presentation

Each of these assessment items will be rated on a number of set criteria.

Career Pathways: Modern History has relevance to a wide range of occupations (e.g. journalism, law, teaching, diplomatic corps, social work, archaeology, politics, art, travel industry, religion, advertising, foreign correspondent.)

Potential Activities: Students have the opportunity to participate in a range of activities including research, reading, discussion, video, worksheets and small field trips costing between \$10 - \$20 each. An optional field trip to Canberra will take place every two years.

Student Requirements: There are **no** pre-requisites, but previous successful study of a Social Science subject, particularly History, would be an advantage.

Vocational Relevance: Modern History is a study of change and continuity in human affairs. It emphasises that change can only be understood within the context of time. The more important problems and developments of the modern world will be studied. You will develop ideas of how you can help bring about change in your own society, making you a better global citizen.

Throughout the course you will be given the opportunity to develop a wide range of important skills such as:

- Thinking critically
- Speaking and writing logically
- Finding information to 'back up' opinions or hypotheses
- Identifying a historical problem and framing questions for investigations
- Researching from a wide variety of primary and secondary sources
- Drawing conclusions from the evidence

This is why many OP1 and tertiary bound students select Modern History.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

MUSIC (MUS) 091

Subject Outline:

Senior music seeks to give students an understanding of music and its various uses within cultural and stylistic contexts. Central to the course, students should have a basic understanding of music literature. From a base knowledge, students will interact with music through musicology, composition and performance.

Assessment Outline:

- Practical – instrumental or vocal solos and ensembles
- Composition writing
- Musicology investigations
- Conducting an ensemble (possible, not necessary)
- Written Exams – visual and aural analysis of music

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Outline of potential units or work to be covered:

YEAR 11	YEAR 12
<p>Semester 1 – Term 1 <i>Evolution of Music:</i> Developing musicianship through understanding of musical elements.</p> <p>Semester 1 & 2– Term 2 & 3 <i>Music Story Time:</i> How music helps tell a story on a stage, whether it is an opera, music theatre or ballet.</p> <p>Semester 2 – Term 4 <i>Evocative Time & Place:</i> How music can create specific moods, emotions & characterisations within modern day films.</p>	<p>Semester 1 – Term 1 <i>Freedom Fighters:</i> How music is a cornerstone to creating support of the masses for various modern day social and political revolutions.</p> <p>Semester 1 & 2– Term 2 & 3 <i>Villains and Heroes:</i> What type of musical elements and compositional devices are used to portray either a villain or hero.</p> <p>Semester 2 – Term 4 <i>Made in Oz: The Live Music Scene:</i> How Australian artists make successful songs for the Australian live music scene.</p>

Career Pathways:

- Performing
- Composing
- Music Administration
- Music Technician
- Music Critic
- Promoter
- Teaching
- Music Therapy
- Sound Engineer
- Music Librarian
- Manager
- Orchestral Manager

Potential Activities:

Throughout the two year course of Senior Music students will complete assessment such as; musicology investigations, performing in front of an audience (either solo or in a group) and composing to set criteria, either arranging for an ensemble or performing own choice composition.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

At this level it is **NECESSARY** for students to be able to **READ AND WRITE MUSIC** fluently. To succeed in this subject, students must be able to play a musical instrument or sing competently. They should also:

- have successfully completed Music in Years 9 and/or 10;
- have studied as part of the instrumental program; OR
- be completing music tuition and exams outside school e.g. AMEB.

PHYSICAL EDUCATION (PED) 068

Subject Outline:

Physical Education involves the study of physical activity. In particular it focuses on the Science, Physiology and Sociology associated with this activity. Students also learn through their engagement in physical activity.

All students are expected to participate FULLY in ALL aspects of PED

Subject matter is organised around the following three content areas:

- **Focus Area A: Learning physical skills**
- **Focus Area B: Processes and effects of training and exercise**
- **Focus Area C: Sport, physical activity and exercise in Australian society**

Example Activities

- | | | |
|--------------------------------------|---|------------------------------|
| 1. Touch, Softball, Basketball | - | <i>direct interceptive</i> |
| 2. Tennis, Volleyball | - | <i>indirect interceptive</i> |
| 3. Lifesaving, Swimming, Athletics | - | <i>performance</i> |
| 4. Social dance, Artistic gymnastics | - | <i>aesthetic</i> |

Physical Education (PED) is a combination of practical and theory elements. Assessment Outline:

Formative and summative assessment will include written, oral and physical tasks.

Written tasks include written examinations, essays in exam conditions, a journal, a research report and a report of laboratory experiments.

Physical tasks will be assessed in a variety of ways including:

- Participation in closed and modified tasks
- Participation in full and modified game play
- Developing personal training and skill development programs

Career Pathways:

- | | |
|------------------|--------------------|
| • Sports Science | • Defence Forces |
| • Nursing | • Fitness Industry |
| • Teaching | • Police |

Student Requirements:

- **Recommendations of your Year 10 HPE teacher. Please take note of this advice.**
- Ability to swim at least 200 metres without stopping **AND** students should have no medical issues preventing swimming or any other practical participation.
- USB flash drive
- A4 Display Book
- **Achieving at a satisfactory (C) level in Year 10 English**

Please note: There are additional charges for bus and venue hire for activities outside school. (i.e. tennis, volleyball)

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

PHYSICS (PHY) 041

Subject Outline:

This subject seeks to explain the behaviour of all matter from atoms to the universe. This is a highly rigorous academic subject that requires a high level of commitment to study, homework and assignment activities. Students who did not achieve a least a B in both Year 10 Science and Maths will find this subject very difficult as many of the concepts are mathematically based. The workload is high.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	✓

Assessment Outline:

- Experimental Investigations
- Extended Research Tasks
- Mid and end of semester tests

Career Pathways:

Physics is required for many tertiary courses e.g. Radiography, Electronics, Metallurgy, Engineering, Bio-Physics, Teaching. See the Guidance Officer for more detailed information.

Potential Activities:

Topics include Physical Quantities, Measurement, Forces, Motion, Momentum, Thermal Physics, Optics, Wave Motion, Electricity, Electronics, Magnetism, Electromagnetism, Atomic and Nuclear Physics.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

- Optional excursion at student expense – Dreamworld trip for Gravity Investigation Unit

Student Requirements:

- 2 x 64 page A4 exercise books each year (logbooks for assessment)
- Pencil case containing: pens, glue, scissors, ruler, scientific calculator
- Display folder for handouts/photocopies
- 1 x 128 page A4 exercise book each year (not spiral bound)

STUDY OF SOCIETY (SOS) 028

Subject Outline:

Study of Society is a subject that aims to understand human behaviour and thus develop students' "people skills". It is concerned with understanding how individuals behave and interact in social life and the mechanisms and institutions that exist in society to influence such behaviour.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Semester 1: What shapes the individual? A study of socialization

- Socialization of the individual – Non-verbal communication; social roles; individuality
- Interaction of the Individual and Society – Group behaviour
- Adolescents and their interactions – Sub-cultures; adolescent studies; personality development

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Semester 2: How is social behaviour viewed?

- Cultural meanings and understandings – Perceptions, attitudes, values; stereotypes and discrimination
- Cultural differences – Race and culture; cultural change/ shock; multiculturalism
- Cultural communication

Semester 3: Who gets what and why?

- Social mapping, theories of social stratification
- Case studies e.g. "the richest 200 in Australia", poverty and power in society

Semester 4: Who is in Control? Students investigate legal and political power and decision-making in the Australian context. The role ordinary citizen's play in a democracy is examined by practical examples.

Assessment Outline:

Each year there will be a selection of:

- Short Response Test
- Essay – 500 words (seen and unseen)
- Research Assignment – 1000 words
- Option such as an Excursion Report, Practical – 1000 words or Oral - between 3 - 5 minutes

Career Pathways:

Study of Society is relevant to a number of careers including Sociology, Teaching, Psychology, Social Work, Politics, Childcare and Counselling.

Potential Activities:

Students have the opportunity to participate in a range of activities including research, reading, discussion, video, worksheets, childcare visit, local field study, Parliament House/Cultural Centre (Brisbane) excursion.

Student Requirements:

There are **no** pre-requisites but previous successful study of a Social Science subject would be an advantage.

Vocational Relevance:

Study of Society examines the behaviour of people in society and develops "people skills" – something that all students will find useful not only in most occupations, but also in everyday life. Specifically, students have the opportunity to develop skills in critical thinking, analysis, research, discussion and debate. **These skills are relevant to a wide range of tertiary studies.**

VISUAL ART (ART) 080

Subject Outline:

Visual Art is powerful and pervasive. Students use it to make images and objects, aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks. In this subject students are able to develop skills that help develop creativity, self-expression, analytical skills, discipline, cross-cultural understandings and a heightened appreciation for the arts and culture.

Contributes to OP	Yes
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Possible Assessment Outline:

Year 11 studies provide a solid practical and theoretical grounding in ‘Visual Arts’ principles, concepts, skills, processes and media experiences with an accent on diversification and teacher directed experimentation.

Year 12 studies provide the individual with the opportunity to specialize in one or more media for each focus and concept outlined in the current work program. The course encourages students to research, develop, resolve and reflect by creating personalized bodies of work.

Year 11	Year 12
Figure it Out - 2D - Exploration of the human form.	Looking In – Reflections and observations of personal worlds
Ephemeral Environment - 3D media exploring the essence of transience	Looking Out – Reflections and observations of the world around us, through immediate and distant views
Through the Looking Glass - Memories based on a childhood text - student selected media	Looking Forward – chance to respond to a previous unit of work through making or appraising tasks

Career Pathways:

The Creative Industries such as; Animation, Photography, Design, Education, Event Management, Visual Artist, Illustration, Digital Artist, Computer Game Design, Costume Design, Set Design, Advertising, Multi-Disciplinary Creative Arts.

Potential Activities:

Drawing, painting, printmaking, mixed media, illustration, sculpture, ceramics, installation, time based media, sound art, digital art, film art, animation, fibre art etc.

Costs: Refer to Student Resource Scheme subject fees form for details of additional charges. This subject requires students to pay a subject fee for excursions, exhibitions and access to and maintenance of art equipment and supplies.

Students Requirements:

Students entering this course should have achieved at a sound (C) level in Art and English in Year 10. There also needs to be a strong commitment to a personalized, self-disciplined approach to explore theoretical and practical areas within the student’s own focus for each unit of work. To complete a body of work (both making and appraising tasks) students need to be prepared to work hard during class time and reflect this in their home study (suggested 3 hours a week).

Vocational Relevance:

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). At a time when creativity is sought by industry, Visual Art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.

SECTION 2:

AUTHORITY

REGISTERED

COURSES

AQUATIC PRACTICES (AQP) 6401

Subject Outline:

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. If you like a hands on approach to learning and enjoy the marine environment then you should definitely consider this subject.

Due to the additional cost of activities and resources there is a **fee associated with this course**. Students need to be prepared to participate in all excursions and practical components of the course. Students who did not achieve a C in Year 10 Science may find this subject difficult.

Assessment Outline:

- Research assignments
- Projects
- Oral presentations/checking for understanding
- Laboratory/field reports
- Practical skills tests
- Unit exams

Career Pathways:

Studying Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.

Potential Activities:

Topics covered include water safety, navigation, marine communication, water quality, aquaponics, skindiving, marine biology, boating and recreational and commercial fishing.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

The following are items included within this cost:

- Excursions to various sites to conduct research or enhance skills (boating and fishing sights).
- Fishing rod kit
- Workbook – Boating, Snorkelling etc.
- Recreational Marine Drives licence (RMDL)
- Snorkelling set

Other possible excursions/activities at student expense:

- Camp - 1770/Agnes Water
- Scuba licence

Students/carers are reminded that the fees for Aquatic Practices **MUST** be paid in full **prior** to going on excursions or purchasing of equipment. This also applies to students who elect to pay their Student Resource Scheme Subject Fees on a periodical (term-by-term) basis.

Failure to meet this financial obligation may result in the student's enrolment in this subject being declined or removed if fees are not kept up to date, unless an arrangement with the Science HOD has been made.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

BUSINESS STUDIES (BST) 6035

Subject Outline:

Business Studies has been developed to engage students in their senior phase of learning in a range of contemporary real-life contexts. A major component of this subject will be the creation and running of a business venture.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

The specific areas of study over the two years include:

Core Study Areas:

Collaborative Work Environments:

- conflict management and resolution, ethics, interpersonal skills, organisational skills, work teams, cultural awareness, negotiation, communication skills, and customer service

Technologies:

- enhancing keyboard skills, software packages, communication technologies, file management, and evaluating electronic resources

Business Basics:

- mission statements, rights and responsibilities of employers and employees, organisational policy and procedures, organisational structures, workplace health and safety, meetings, and legal and security issues

Elective Units:

Business venture and entrepreneurship:

- Business planning, market research, legal considerations, contracts/leases, registering business names, business ownership structures, assistance available to business and risks

Career development:

- Changing employment patterns, modes of work, career planning and progression, applying for jobs and commencing work

Assessment Outline:

Three assessment criteria apply to Small Business Studies:

1. Knowledge and understanding
2. Practical skills
3. Communication

These criteria will be assessed with an emphasis on project work.

Career Pathways:

At last estimate in the early 2000's there were 1,233,200 private sector small businesses in Australia which represented 97% of all private sector businesses. These small businesses employed almost 3.6 million people, 49% of all private sector employment. This subject will give the students insight into an area where they may gain employment. It will also give them knowledge and skills that are necessary in today's world of work.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

ENGINEERING STUDIES: (ESK) MANUFACTURING 6417

Subject Outline:

Students will undertake a combination of Certificate I Engineering and an accredited Study Plan.

Contributes to OP	No
Potential QCE Credits	2+3
Stand-Alone Certificate	No
Embedded Certificate	Yes

MEM10105 - Certificate I in Engineering

Upon successful completion of the course, students will also be awarded the **Certificate I in Engineering** (see page 56), which is a nationally recognised qualification.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

Vocational Relevance:

Students will be able to complement the competencies which are offered in this course with those they may gain by doing a school based traineeship or apprenticeship in the engineering field. The two types of learning (at school and at work) link very well together.

Assessment Outline:

Students complete a number of major steel/aluminium fabricated projects, related theory, written tests and research assignments during the course.

Career Pathways:

The course provides an advantage to students seeking school based apprenticeships and traineeships. These apprenticeships and traineeships are a way of providing a very direct introduction or link to careers in the metal engineering industry, for example, boilermaker, welder/fabricator, fitter and turner, metal machinist.

Potential Activities:

Students are likely to be involved in oxyacetylene welding (fuel gas welding) and manual arc welding. The projects that could be manufactured in this course include a portable BBQ, a sash clamp, folding camp shovel and an engineer's vice.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

There are no specific conditions but the student needs to have a genuine interest in working with their hands, hand tools and equipment to create products made of metal. ***A pair of pre-loved overalls and safety glasses is necessary to comply with Workplace, Health & Safety requirements.***

ENGLISH COMMUNICATION (ENC) 6125

Subject Outline:

English Communication is totally focussed on assisting students to be able to use the language that is required for the workplace and industry. Students will develop abilities to compose and comprehend English language text which:

- is directly related to workplace competencies, e.g. business, letters, directories, manuals, schedules and memos.
- provide information and opinion on matters of current community and national interest e.g. newspapers, magazines, documentaries, non-fiction writing.
- provide enjoyment e.g. film, television, radio, drama, novels and biographies, magazines, song lyrics and poems.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Year 11 Units:

- Works for Me
- On My Own
- Get Real
- It's the Law

Year 12 Units:

- Coping with Conflict
- The World is My Oyster
- Moving Out
- Memoirs of Me

Those students who do not plan to study at a tertiary level should seriously consider English Communication.

Assessment Outline:

Assessment is broken up into 60% oral and multi-modal tasks and 40% written tasks.

Career Pathways:

English Communication will provide students with a good understanding of the language skills required for the workplace.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Potential Activities:

The course is divided into a series of units that are based on real-life and life-like activities, excursions, guest speakers, and self-paced learning activities.

Student Requirements:

A willingness to work hard and participate at all times. A textbook will be provided.

Vocational Relevance:

A good understanding of English will always be a valuable asset for a worker in the workplace.

FASHION DESIGN (FAZ) 6404

Subject Outline:

Fashion Design is an Authority Registered Subject.

Fashion Design students will gain numerous transferable skills that can be utilised in the workplace and in everyday life. **Fashion design** will provide an opportunity to develop creativity and become informed consumers in relation to fashion, sustainability and the textile industry. Students will be exposed to various interesting concepts and ideas that will assist in making informed decisions in garment and accessory production.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Assessment Outline:

A variety of assessment techniques are used in the course. These may include:

- Product
- Project
- Extended Response to Stimulus
- Investigation

Career Pathways:

Sales Consultant, Personal styler, Fashion Designer, Costume Designer, Interior Designer, Tailor, Dressmaker, Clothing Alterations Specialist, Clothing/Textile Machinist, Pattern Maker, Retail Buyer, Fashion Buyer, Public Relations, Marketing.

Careers in fashion are diverse with many skills transferable to other vocations. Transferrable skills gained in **Fashion Design** will include working in teams, communication skills, merchandising skills, project management, planning, establishing timelines, following safety protocols, and reading and interpreting directions. **Fashion Design** will provide students with many useful life-long skills.

Potential Topics:

- The World of Textiles and Fashion
- The Art of Accessorising.
- Fashion Through History
- Sustainable Fashion.
- The Secrets of Fashion Marketing and Merchandising
- Dazzling Designs.

Costs: Students will be required to bring some materials to complete specific design challenges for assessment. The cost of materials will depend on the student's design choices.

A subject fee applies – see Student Resource Scheme subject fees form for details

Student Requirements:

Students should have a willingness to participate in both individual and group activities. It is important to be prepared for practical lessons.

HOSPITALITY PRACTICES (HPJ) 6405

Hospitality Practices is designed to provide an understanding of the hospitality industry. Students have the opportunity to understand issues associated with hospitality workplace culture and practices, and develop the skills, processes and attitudes crucial for Industry Participation.

Catering and food and beverage service activities are incorporated into the course which facilitate the development of teamwork as well as the development of individual skills.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

The aims of this course are to help assist students to develop:

- the knowledge and skills essential for effective participation in the hospitality industry
- a responsible attitude toward the safety, health and wellbeing of self and others in work-related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately
- the skills associated with team work, cooperative planning, problem solving and decision making
- empathy with and understanding of cultural and social justice diversity as related to the hospitality industry

Types of assessment:

Assessment techniques - these include:

- practical tasks/projects
- response to stimulus tasks
- objective and short response tests

Career Pathways:

This subject can lead a student directly into food related jobs within the Hospitality industry. Students may further their skills by enrolling in Certificate courses offered by TAFE qualifications in many aspects of the Hospitality industry. Students can also progress to tertiary studies to undertake degree courses in Hotel/Business Management and related areas of Hospitality.

Positions may include: Pastry Cook, Baker, Chef/Cook, Butcher, Appliance Demonstrator, Cookery Demonstrator, Sandwich/Counter Hand, Housemaid/Housekeeper, Bar Attendant/Manager, Waiter/Waitress, Restaurant/Café Manager, Kitchen Hand, Hotel/Motel Manager, Lifestyle Media Presenters, Caterer, Self-Employment, Small Business Operator.

Potential Activities:

Hospitality Practices is designed to promote general knowledge and the skills needed for employment in the hospitality industry. Students work in a variety of hospitality contexts within events and functions.

A variety of learning experiences will be encountered in Catering lessons. These include:

- observing demonstrations
- reading and analysing information
- visiting community sites e.g. restaurants/hotels
- excursions
- interacting with guests speakers
- planning and developing menus
- designing products and their image
- table presentation and serving
- beverage preparation and service for functions
- wide range of food & beverage experiences

Costs: Refer to the Student Resource Scheme Subject Fees Form.

Students are required to provide ingredients for weekly cookery lessons or other materials from home for the practical components of this course. Lists of these requirements will be given out at the beginning of each term.

Student Requirements: Same requirements as for Certificate II in Hospitality – Refer P51

Hospitality Black & Whites: Same requirements as for Certificate II in Hospitality – Refer P51

INDUSTRIAL TECHNOLOGY STUDIES: (FSK) FURNISHINGS 6418

Subject Outline:

Students will undertake a combination of Certificate I Furnishing, and an accredited Study Plan.

MSF10113 - Certificate I in Furnishing

Upon successful completion of the course, students will also be awarded a **Certificate I in Furnishing**, which is a nationally recognised qualification.

Vocational Relevance:

Students are able to complement the competencies which are offered in this course with those they may gain by doing a school based traineeship or apprenticeship. The two types of learning (at school and at work) link very well together.

Assessment Outline:

Students will complete a number of major timber projects, related theory, written tests and research assignments during the course.

Career Pathways:

The subject provides some advantage to students seeking school based apprenticeships and traineeships. These apprenticeships and traineeships are a way of providing a very direct introduction or link to jobs in the furnishings industry. Examples include: cabinet maker, pattern maker, shop fitter, wood machinist and an upholsterer, builder, chippy.

Potential Activities:

The projects which are likely to be manufactured in this course are a selection of items from the following: a bedside cabinet, coffee table, wall clock or hall stand.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges. Once fees are paid, as each item is completed and once assessment is finalised, the manufactured items are available for the student to take home.

Student Requirements:

There are no specific conditions but the student needs to have a genuine interest in working with their hands, hand and power tools to create wooden furnishings. ***A pair of safety glasses and correct protective footwear is necessary to comply with Workplace, Health & Safety requirements.***

Contributes to OP	No
Potential QCE Credits	2+2
Stand-Alone Certificate	No
Embedded Certificate	Yes

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) 6406

This is a very general course for students wishing to develop their knowledge of computing without the stringency of an OP subject or VET certificate.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

The aims of the course are to help students:

- become confident and competent users and consumers of Information and Communication Technologies (ICTs)
- manage time and resources effectively and efficiently
- develop the skills needed for creative work, practical problem-solving and communication in a variety of ICT media
- direct their own learning by developing self-reliance, personal responsibility, and self-management
- develop the ability to work and communicate with others in a team
- develop the processes, skills and attitudes needed to become responsible users of ICTs in the community
- develop an ability to make informed decisions in situations and practices involving ICTs
- develop a commitment to the safe and ethical use of ICTs.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Subject Outline:

- Multimedia authoring
- Game development
- Animation
- Digital still imaging
- Digital video
- Digital audio
- Document production

Type of Assessment:

Student centred, self-paced projects.

Career Pathways:

The subject leads to students obtaining knowledge and skills for general use of ICTs in most careers which do not require specialist ICT training.

Potential Activities:

Using a range of software packages, creating web pages using multimedia, digital still and video production, creating multimedia presentations with video and audio, creating computer games, using new technologies and computer animation including cartooning.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

Students do not need to have any prior knowledge of any of these areas. They need folders and plastic pockets for submitting assessment items. A home computer is an advantage but is not a requirement. A memory stick would be useful for file transfers from home to school.

Vocational Relevance:

Students who wish to have a range of ICT experiences for general application in a range of careers should choose this subject. Students may go on to TAFE to study a Certificate in IT.

Students wishing to study ICT at university should choose IPT. Students wishing to study at TAFE should choose ICT or VDM.

INFORMATION AND COMMUNICATION TECHNOLOGY (GAME DESIGN) (GMD) 6406

If you are interested in making games or see yourself as a game designer and creator once you finish school, then this is the subject for you.

This is a very general course for students wishing to develop their knowledge of computing. Students who do not wish to do an OP subject or VET certificate should consider this course.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

The aims of the course are to help students:

- become confident and competent users and consumers of Information and Communication Technologies (ICTs)
- manage time and resources effectively and efficiently
- develop the skills to design , develop and evaluate computer games and mobile apps
- direct their own learning by developing self-reliance, personal responsibility, and self-management
- develop the ability to work and communicate with others in a team
- develop the processes, skills and attitudes needed to become responsible users of ICTs in the community
- develop an ability to make informed decisions in situations and practices involving ICTs
- develop a commitment to the safe and ethical use of ICTs.

Subject Outline:

This two year course tackles topics such as:

- Smart phone apps
- Multiplayer games
- Character Design
- Flash Games
- Game promotion and advertising

Type of Assessment:

Student centred, self-paced projects.

Career Pathways:

The subject leads to students obtaining knowledge and skills for general use and development of gaming and application software and could give students an advantage in future gaming /application writing careers.

Potential Activities:

Students will be given opportunities in a variety of games and mobile applications using a range of software platforms and devices.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

- Students do not need to have any prior knowledge of any of these areas, but some gaming knowledge is desired.
- Students will be required to have access to a home computer to complete some assessment items (no specific software required) It is encouraged (but not compulsory) that students participate in the 'student take home' laptop program.
- Students **MUST** have access to a min 4GB USB flash drive and a set of good headphones for use in class

MUSIC IN PRACTICE (MUP) 6414

Subject outline:

Musicians fulfil many roles in a community – as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions. In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others music words in class, school and community settings.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Assessment Outlines:

- Performance – instrumental or vocal solos and ensembles
- Composition writing
- Project
- Investigation

Outline of potential units or work to be covered:

Year 11 or Year A	Year 12 or Year B
<p><u>Semester 1</u> Musical Stories – how music is used within film, TV, stage and gaming</p> <p><u>Semester 2</u> Arts night – how to refine performance techniques, audition skills and work within sound and lighting for Arts Night</p>	<p><u>Semester 1</u> Jingle This – investigating how advertising utilise music to help promote and sell various products</p> <p><u>Semester 2</u> APRA and You – explore the various processes involved for singer/songwriters to record, sell and promote songs within the music industry.</p>

Career Pathways:

Singer/songwriter, Performer, Promoter, Sound Engineer, Journalists, Music Administrator and Composer.

Potential Activities:

Throughout the two year course of Music in Practice, students will complete assessment such as investigations and projects that relate to real world music events, performing in front of an audience (either solo or in a group) and composing to set criteria.

Cost: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements: At this level it is NECESSARY for students to be able to play an instrument fluently. It is highly recommended that students should also:

- Have successfully completed Music in Year 9 and/or 10
- Play an instrument (including voice) fluently

PREVOCATIONAL MATHEMATICS (PVM) 6140

Subject Outline:

This subject provides a suitable challenge for students who prefer to learn Mathematics through **practical activities** and with a **real life application**. It is designed to help students **improve their numeracy skills** by building confidence in using Mathematics efficiently and effectively.

The course is organised around three categories:

- Interpreting society
- Personal organisation
- Practical purposes

Actual topics studied are number, data, location and time, measurement and finance. For example, topics could be related to building, running a house/car, design, early childcare, catering, hairdressing, costing, or model building.

Assessment Outline:

Assessment is on-going over the course with all classwork contributing to the student folio. A major project is completed each term.

Student Requirements:

- 1 Mathematics Workbook - suitable for the whole year
- 1 Mathematics Journal - 48 - 64 pages
- 1 Scientific Calculator (Casio FX 82AU Plus)
- 1 Ruler
- 1 Protractor
- Pens, pencils and eraser

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

RECREATION (RCJ) 6407

Recreation Studies provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity, while developing skills and good health.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Recreation students MUST be prepared to attend AND participate in EVERY activity.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Recreation Studies is a combination of ONE THEORY and three practical lessons a week. Different classes may study different activities.

Activities selected from (and dependent on teacher experience):

Sports pursuits	swimming and lifesaving, touch, basketball, badminton, golf, water polo, Soccer, archery, self-defence, lawn bowls, volleyball, tennis
Recreational pursuits	Weight training, indoor social games (i.e. card games, darts, pool/snooker), gym programs, surfing, lifesaving, snorkelling
Theory elements	First Aid, tournament organisation, fitness programs and journal, coaching programs, lifestyle and recreation analyses

Assessment Outline:

Most units will be assessed through physical performance, written response and focussed interview

Career Pathways:

Recreation Studies, as an Authority Registered Subject (NON OP), would support entry into the following jobs or careers:

- Fitness industry – TAFE courses in recreation, fitness training, health
- Trades – Outdoor trades – building, manufacturing, mining, spray painting, linesman, mechanic, linesman
- Tourism – Tour guide, resort worker, dive instructor, events organising, instructing
- Sports industry – Retailing, administration

Student Requirements:

- Seek advice from Year 10 PE teacher as to suitability for RCJ.
- **Be prepared to participate in ALL activities (theory and prac.) INCLUDING swimming.**
- Good health – no medical issues should exist which prevent student participation.
- A4 notebook and writing materials.

Please note:

Current costs do not include charges for bus, venue or instructors that need to be sourced from outside the school environment.

VISUAL ART in Practice (VAP) 6415

Subject Outline:

The Arts are the common threads of life in all communities and are mirrors of society's aspirations. Visual Arts in Practice provides opportunities for students to explore the artistic roles of maker, performer, technician and manager through active engagement with one or more of the arts. It allows students to understand the different careers available in the industry.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	No
Embedded Certificate	No

Possible Assessment Outline:

Over the course of two years students may be exposed to fine art practices, fibre arts, sculptural techniques, printmaking, painting, public art and digital technologies.

Assessment is based on the areas of Knowing and Understanding, Applying and Analysing, Creating and Evaluating, Skill and Workplace, Health & Safety are integral in each unit and are foundational/core issues which need to be addressed in order to successfully gain credit in this subject.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	✓
Very beneficial, but not compulsory	
Must have, compulsory	

Career Pathways:

Visual Arts Studies may lead to work and /or further studies in the creative industries such as professional artist, fashion designer, interior decorator, graphic designer, set designer, costume designer and creative make-up artist, to name a few.

Potential Activities:

During the course of study students may have the opportunity to be involved in the following activities:

- experimenting with different visual art media, skills and techniques (2D and 3D)
- designing and creating artworks for different purposes and arts areas
- exploring, researching and documenting arts making processes
- working individually and in groups to reach proposed goals
- generating workable solutions to arts making problems
- applying specific workplace health and safety practices
- operating in one or more of the practitioners' roles (maker, performer/presenter, technician, manager)
- developing knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
- understanding the contribution practitioners make in communicating social and cultural practices and personal experience
- building practical skills and techniques that may lead to further engagement in the arts — industry, education, or leisure
- acquiring suitable strategies that will help them function effectively in the workplace.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges. This subject requires students to pay a subject fee for excursions, exhibitions and access to and maintenance of art equipment and supplies.

Vocational Relevance: Artist practitioners fulfil many roles in a community, such as maker, performer/presenter, technician and manager. Within and/or across the particular arts studied, students explore and apply techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate "solutions" to "problems", and make choices to communicate through their arts making.

SECTION 3:

NATIONALLY

RECOGNISED

CERTIFICATE

COURSES

CERTIFICATE I IN CONSTRUCTION (VCN) CPC10111

Subject Outline:

CPC10111 - Certificate I in Construction is based on units of competency selected from pathways described in the Construction, Plumbing and Services Integrated Framework Training Package (CPC08).

This 2 year course has a strong practical component, however theory and assignment work are an essential part of the course. Upon completion of this course students will be awarded a Certificate 1 in Construction which is a nationally recognised qualification.

Due to the nature of the available resources at the school the majority of the first year of the course will involve workshop based activities.

Competencies include:

CPC10111 – Certificate I in Construction

Code	Title	Core/Elective
CPCCCM1012A	Work effectively and sustainably in the construction industry	Core
CPCCCM1013A	Plan and organise work	Core
CPCCCM1014A	Conduct workplace communication	Core
CPCCCM2001A	Read and interpret plans and specifications	Core
CPCCCM2005A	Use construction tools and equipment	Core
CPCCOHS1001A	Work safely in the construction industry	Core
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	Core
CPCCVE1011A	Undertake a basic construction project	Core
CPCCCM1015A	Carry out measurements and calculations	Elective
CPCCCM2004A	Handle construction materials	Elective
CPCCCM2006A	Apply basic levelling procedures	Elective

Contributes to OP	No
Potential QCE Credits	3
Stand-Alone Certificate	Yes
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

Assessment Outline:

Students will complete a number of workshop and external projects, related theory, written tests, observation sheets, workshop journals and research assignments during the course.

Career Pathways:

This course offers the students an opportunity to be exposed to a number activities or experiences which are linked to the various trades in the construction industry. Some of the possible trades in this area are electrician, painter, carpenter, concreter, plumber, gas fitter or brick layer.

Potential Activities:

Students will be involved in the construction of workshop projects such as oil stone box, carry all or saw stools.

Students will also be involved in construction of projects within the school setting. These may include concreting, shade shelters, levelling, paving or brick laying.

Costs:

Refer to Student Resource Scheme subject fees form for details of additional charges.

Student Requirements:

There are no specific conditions but a student needs to have a genuine interest in working with their hands, hand tools, power tools and machinery to complete the workshop projects and be involved in the construction of projects in and around the school. ***A pair of safety glasses and correct protective footwear is necessary to comply with Workplace, Health and Safety requirements.***

CERTIFICATE III IN FITNESS (VFT) SIS30315

(Binnacle Training is the Registered Training Organisation RTO No. 51319)

Certificate III in Fitness provides a nationally recognised qualification as an exercise professional. The program covers the skills and knowledge required for a worker to enter the fitness industry as an exercise/ gym instructor.

- **THE CHARGE FOR THIS QUALIFICATION IS \$380 – PAYABLE BY MID 2017.**
This is a once off payment and covers both Years 11 & 12.
There is no refund once payment is made OR if student leaves course prior to completion.

Contributes to OP	No
Potential QCE credits	8
Stand-alone certificate	Yes
Embedded certificate	Yes

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Competencies include:

SIS30315 – Certificate III in FITNESS

The course incorporates:

Code	Code & Title	Core/Elective
HLTAID003	Provide first aid	Elective
HLTAID001	Provide cardiopulmonary resuscitation	Elective
HLTWHS001	Participate in workplace health and safety	Elective
SISXCCS001	Provide quality service	Core
SISXID001	Provide quality service in the fitness industry	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	Core
SISXFAC001	Maintain equipment for activities	Core
SISFFIT001	Provide health screening and fitness orientation	Core
SISFFIT002	Recognise and apply exercise considerations for specific populations	Core
SISFFIT003	Instruct fitness programs	Core
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	Core
SISFFIT005	Provide healthy eating information	Core
SISFFIT014	Instruct exercise to older clients	Core

Assessment Outline:

All assessment is competency based and completed on line through our RTO provider Binnacle Training.

Career Pathways:

Fitness industry – gyms and community fitness programs

Sports industry - retail, administration

Entry level to continued study through TAFE or registered training provider - Certificate IV in Fitness

Alternative entry to University

Student Requirements:

- Good health – no medical issues which would prevent full participation.
- Prepared to commit to all aspects of the course. Students MUST complete all competencies.

Non completion means student will be required to exit course and not receive qualification.

CERTIFICATE II IN HOSPITALITY (VHY) SIT20316

Upon successful demonstration of all competencies, students will be awarded SIT20316 Certificate II in Hospitality.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	Yes

Over the 2-year course, students must complete 6 core Competencies and a total of 6 elective units of competency from those listed below.

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Competencies offered include:

SIT20316 – Certificate II in Hospitality

Code	Title	Core/Elective/Prerequisite
BSBWOR203	Work effectively with others	Core
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core
SITXFSA001	Use hygienic practices for food safety	Elective/Prerequisite
SITHFAB001	Clean and tidy bar areas	Elective
SITHFAB002	Provide responsible service of alcohol	Elective/Prerequisite
SITHFAB003	Operate a bar	Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005	Prepare and serve espresso coffee	Elective
SITXFIN001	Process financial transactions	Elective

Potential Activities:

- observing demonstrations
- viewing videos
- visiting community sites e.g. restaurants/hotels
- excursions
- restaurant and coffee shop presentations
- table presentation and serving
- beverage preparation and service for functions
- wide range of food & beverage experiences
- reading and analysing information
- workplace industry placement

Student Requirements:

An interest in the hospitality industry and practical activities and **a willingness to work as an individual and in teams. Students are expected to participate in ‘In House’ Kepnock catering and Hospitality functions and industry work place experience.** Hospitality uniform consisting of “Hospitality black and whites” are a necessary component for workplace industry placement and restaurant work. Other requirements are listed in the year level stationery/resource list.

Hospitality Black & Whites for Kepnock ‘Catering’ activities:

- FEMALES:**
- White, button-up shirt with collar and sleeves (no midrioffs)
 - Plain black pants (no denim jeans, no low-slung pants, no pin stripes) **OR**
 - Plain black skirt (no miniskirts, no pin stripes)
- MALES:**
- White, button-up shirt with collar and sleeves
 - Plain black pants (no denim jeans, no low-slung pants, no pin stripes)

Vocational Relevance:

The VET competencies completed in this course allow for further study in these courses:

- Certificate III or IV in Hospitality at TAFE or a Registered Training Organisation.

Positions may include: Short Order Cook, Beverage Demonstrator, Sandwich/Counter Hand, Barista, Housemaid/Housekeeper, Bar Attendant/Manager, Waiter/Waitress, Restaurant/Café Manager, Kitchen Hand, Hotel/Motel Manager, Lifestyle Media Presenters, Caterer, Self-Employment, and Small Business Operator.

Career Pathways: This subject can lead a student directly into food related jobs within the food and beverage service industry. Students can also use their results to gain credit into TAFE courses which offer Certificate or Diploma qualifications in many aspects of the Hospitality industry. Students can also progress to tertiary studies to undertake degree courses in Hotel/Business Management and related areas of Hospitality.

CERTIFICATE III IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (VMT) ICT30115

Subject Outline:

This two year course will offer Certificate III across Years 11 & 12. Certificate III in Information, Digital Media & Technology (Networking) specialises in the network administration and development. This subject is designed for those students who wish to pursue a career in network development and technical support.

Contributes to OP	No
Potential QCE Credits	6-8
Stand-Alone Certificate	Yes
Embedded Certificate	No

Competencies include:

ICT30115 – Certificate III in Information, Digital Media & Technology (Networking)

Assessment Outline:

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	
Very beneficial, but not compulsory	✓
Must have, compulsory	

Code	Code & Title	Core/Elective
<i>There are numerous pre-requisites required for this course that students will need to complete in class prior to being enrolled in the Cert III course.</i>		
BSBWHS304	Participate effectively in WHS communication and consultation processes	Core
BSBSUS401	Implement and monitor environmentally sustainable work practices	Core
ICTICT202	Work and communicate effectively in an ICT environment	Core
ICTICT301	Create user documentation	Core
ICTICT302	Install and optimise operating system software	Core
ICTSAS301	Run standard diagnostic tests	Core
ICTNWK301	Provide network systems administration	Elective
ICTNWK302	Determine and action network problems	Elective
ICTNWK304	Administer network peripherals	Elective
ICTNWK305	Install and manage network protocols	Elective
ICTSAS307	Install, configure and secure a small office or home office network	Elective
ICTICT303	Connect internal hardware components	Elective
ICTSAS303	Care for computer hardware	Elective
ICTSAS304	Provide basic system administration	Elective
ICTSAS305	Provide IT advice to clients	Elective
ICTSAS306	Maintain equipment and software	Elective
ICTNWK303	Configure and administer a network operating system	Elective

A range of tasks will be used to assess competency. These may include: practical tasks & projects, oral presentations, assignments, direct question and answers, work placement, examinations.

(Students need a minimum SA in ENGLISH in Year 10 to be successful in this subject as there is a wide and varying range of written tasks required in this subject)

Career Pathways:

Leads to TAFE Certificate IV and Diploma courses in Information, Digital Media & Technology and prepares students for any career or course of study needing general computing knowledge and skills.

Potential Activities:

This is a project oriented course involving the use of a range of practical skills to solve practical networking problems, design and build computers and servers and study theory of computer systems and networking.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

Students need to be able to work independently, enjoy solving problems and be able to make a commitment to completing projects on time. Students need a fair knowledge of computer systems and have previous practical computer skills to succeed in this subject. It is mandatory that students have a flash drive on which they can save project work.

CERTIFICATE II IN RETAIL SERVICES (VRL) SIR20212

Subject Outline:

SIR20212 – Certificate II in Retail Services

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge.

Retail is one of Australia’s fastest growing industries with over two million people employed in a wide variety of retail sectors. The program is recognised as the standard entry level qualification for workers in the retail industry. The retail industry has long been a sector that provides the first experience of employment, with many people citing retail as their first job. You will develop the skills and knowledge to begin your career in the retail industry.

Contributes to OP	No
Potential QCE credits	4
Stand-Alone Certificate	Yes
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	✓
Very beneficial, but not compulsory	
Must have, compulsory	

General Career Pathways:

This certificate provides opportunities for students to develop the skills and knowledge to perform basic retail duties in a variety of contexts. Some examples of possible general career pathways are: Personal Shopper, Retail Assistant, Retail Manager, Visual Merchandiser, Retail Buyer, Operations Coordinator. Students may also consider continuing their educational pathway in retail at another RTO or University after leaving Kepnock.

There are 9 mandatory core units and 5 elective units, both theoretical and practical. These include:

Code	Title	Core/Elective
SIRXCCS201	Apply point-of-sale handling procedures	Core
SIRXCCS202	Interact with customers	Core
SIRXCLM101	Organise and maintain work areas	Core
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	Core
SIRXICT001A	Operate retail technology	Core
SIRXIND101	Work effectively in a customer service environment	Core
SIRXINV001A	Perform stock control procedures	Elective
SIRXWHS101	Apply safe work practices	Core
SIRXRSK201	Minimise loss	Core
SIRXSLS201	Sell products and services	Elective
SIRXMER202	Plan, create and maintain displays	Elective
SIRXFIN201	Balance and secure point-of-sale terminal	Elective
SIRXSLS002A	Advise on products and services	Elective
SIRRRPK214	Recommend specialised products and services	Elective

Assessment Outline:

Assessment is based upon competency-based ratings relevant to each unit of work.

Assessment instruments will include:

- Short written responses
- Case study analysis
- Teacher Questioning
- Practical Demonstrations
- Structured Workplace Learning
- Observations with checklists and self-assessment

It is required that students undertake Structured Workplace Learning (SWL) within a Retail environment. During this time students will be required to maintain a logbook & complete assignments. Students will receive assistance in organising their Structured Workplace Learning.

Student Requirements: This course aims to provide life-like experiences designed to prepare students for the workplace. It is expected that students bring to this course a high level of maturity and responsibility.

CERTIFICATE II IN RURAL OPERATIONS (VRG) AHC21210

Subject Outline:

This two year course has a strong practical component, but theory and book work are an essential part of the course. On completion, students can be credited with a Certificate II in Rural Operations. Due to the wide scope of activities and resources available on the school farm, this subject is based on agricultural and horticultural activities including small crops, irrigation and orchard management, livestock and poultry management, construction, fencing and machinery operation. Active interest and work-like participation will give students ideal preparation for work at home, in trades, and Agribusiness.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	Yes
Embedded Certificate	No
Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

AHC21210 Certificate II in Rural Operations

Students must, before the end of their course, demonstrate competency in 2 core and 13 electives from the following list

Competencies include:

Code	Title	Core/Elective
AHCOHS201A	Participate in OHS processes	Core
AHCWRK209A	Participate in environmentally sustainable work practices	Core
AHCBAC201A	Assist agricultural crop establishment	Elective
AHCBAC202A	Assist agricultural crop maintenance	Elective
AHCPMG201A	Treat weeds	Elective
AHCCHM201A	Apply chemicals under supervision	Elective
AHCINF202A	Install, maintain and repair fencing	Elective
AHCINF201A	Carry out basic electric fencing operations	Elective
AHCIRG202A	Assist with operation of pressurised irrigation	Elective
AHCLSK204A	Carry out regular livestock observation	Elective
AHCLSK205A	Handle livestock using basic techniques	Elective
AHCMOM203A	Operate basic machinery and equipment	Elective
AHCMOM204A	Undertake operational maintenance of machinery	Elective
AHCMOM202A	Operate tractors	Elective
AHCNSY201A	Pot up plants	Elective
AHCNSY202A	Tend nursery plants	Elective
AHCPGD203A	Prune shrubs and small trees	Elective
AHCPHT201A	Plant horticultural crops	Elective
AHCWRK202A	Observe environmental work practices	Elective
AHCWRK204A	Work effectively in the industry	Elective
AHCWRK205A	Participate in workplace communications	Elective

Assessment Outline:

- Observation checklists
- Journal writing
- Contextual Assignments

Career Pathways:

- Farm hand
- Research assistant DPI / DNR
- Field services
- Trades Person

Potential Activities:

Safety, tractor and machinery operation, preparation and establishment of crops and pastures, machinery maintenance and modification, livestock handling activities, fencing, crop and soil monitoring and welding.

Costs: No additional charges.

Student Requirements:

- A4 Spiral Notebook
- Hat and sunscreen, sturdy – enclosed shoes or work boots
- Pencil case containing: pens, scissors, glue and ruler
- Exercise book for Journal

CERTIFICATE II IN TOURISM (VTR) SIT20116

Subject Outline:

SIT20116- Certificate II in Tourism

The Tourism Industry is the second largest industry in Australia with probably the largest range of employment opportunities. Students enrolled in this 2 year course will have the opportunity to complete Certificate II in Tourism and then go on to complete further Tourism studies at another Registered Training Organisation or University.

Contributes to OP	No
Potential QCE Credits	4
Stand-Alone Certificate	Yes
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	
Recommended, but not compulsory	✓
Very beneficial, but not compulsory	
Must have, compulsory	

Career Pathways:

Tourism is Australia's growth industry with increased employment opportunities. An understanding of its operation is significant to all people intending to pursue a career in this area. Students are also provided with skills and knowledge in business administration. It is expected that students undertaking this course will exit with entry level office skills.

There are 4 mandatory core units and 7 elective units, both theoretical and practical. These include:

Code	Title	Core/Elective
BSBCMM201	Communicate in the workplace	Elective
BSBITU201	Produce simple word processed documents	Elective
BSBITU202	Create and use spreadsheets	Elective
BSBWOR203	Work effectively with others	Elective
SITXCCS001	Provide customer information and assistance	Elective
SITTIND001	Source and use information on the tourism and travel industry	Core
SITXCCS002	Provide visitor information	Elective
SITXCCS003	Interact with customers	Core
SITXCOM001	Source and present information	Elective
SITXCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core

Assessment Outline:

Assessment is based upon competency-based ratings relevant to each unit of work.

Assessment instruments will include:

- Short written responses
- Case study analysis
- Teacher Questioning
- Practical Demonstrations
- Project Site Visits
- Observations with checklists and self-assessment

Costs: Excursions: Students will be required to gain real-life, practical experience in the tourism industry. As it is impossible to deliver this solely in a simulated environment (the classroom and school) it is highly recommended that students participate in **all** excursions offered throughout the duration of the course.

Student Requirements: This course aims to provide students with entry level office skills in a Tourism context. It aims to give students life-like experiences preparing them for the workplace. It is expected that students bring to this course a high level of maturity and responsibility as they will often be required to perform tasks without direct instruction.

The nature of this course requires that all students have continuous access to computers and the internet. **It is highly advisable that students consider participating in the school laptop take home program or take part in the BYOD program**

CERTIFICATE I IN ENGINEERING: (VEN) MEM10105

Subject Outline:

Students will undertake a combination of Certificate I Engineering and an accredited Study Plan.

Contributes to OP	No
Potential QCE Credits	3+2
Stand-Alone Certificate	Yes
Embedded Certificate	No

MEM10105 – OP Certificate I in Engineering

Upon successful completion of the course, students will be awarded **Certificate I in Engineering**, which is a nationally recognised qualification.

Competencies include:

MEM10105 – Certificate I in Engineering

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

Code	Title	Core/Elective
MEM05004C	Perform routine oxy acetylene welding	Elective
MEM05005B	Carry out mechanical cutting	Elective
MEM05006C	Perform brazing and/or silver soldering	Elective
MEM05012C	Perform routine manual metal arc welding	Elective
MEM07032B	Use workshop machines for basic operations	Elective
MEM12023A	Perform engineering measurements	Elective
MEM13014A	Apply principles of occupational health and safety in the work environment	Core
MEM14004A	Plan to undertake a routine task	Core
MEM15024A	Apply quality procedures	Core
MEM16007A	Work with others in a manufacturing, engineering or related environment	Core
MEM16008A	Interact with computing technology	Elective
MEM18001C	Use hand tools	Elective
MEM18002B	Use power tools/hand held operations	Elective
MEM05013C	Perform manual production welding	Elective
MEM05007C	Perform manual heating and thermal cutting	Elective

Vocational Relevance:

Students will be able to complement the competencies which are offered in this course with those they may gain by doing a school based traineeship or apprenticeship in the engineering field. The two types of learning (at school and at work) link very well together.

Assessment Outline:

Students complete a number of major steel/aluminium fabricated projects, related theory, written tests and research assignments during the course.

Career Pathways:

The course provides an advantage to students seeking school based apprenticeships and traineeships. These apprenticeships and traineeships are a way of providing a very direct introduction or link to careers in the metal engineering industry, for example, boilermaker, welder/fabricator, fitter and turner, metal machinist.

Potential Activities:

Students are likely to be involved in oxyacetylene welding (fuel gas welding) and manual arc welding. The projects that could be manufactured in this course include a portable BBQ, a sash clamp, folding camp shovel and an engineer's vice.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges.

Student Requirements:

There are no specific conditions but the student needs to have a genuine interest in working with their hands, hand tools and equipment to create products made of metal. **A pair of pre-loved overalls, safety glasses and correct protective footwear are necessary to comply with Workplace, Health & Safety requirements.**

CERTIFICATE I IN FURNISHINGS: (VFR) MSF10113

Subject Outline:

Students will undertake a combination of Certificate I Furnishing, and an accredited Study Plan.

MSF10113 - Certificate I in Furnishing

Upon successful completion of the course, students will be awarded **Certificate I in Furnishing**, which is a nationally recognised qualification.

Competencies include:

MSF10113 – Certificate I in Furnishing

Code	Title	Core/Elective
MSAPMOHS100A	Follow OHS procedures	Core
MSAPMOPS101A	Make measurements	Core
MSAPMSUP102A	Communicate in the workplace	Core
MSAPMSUP106A	Work in a team	Core
MSAENV272B	Participate in environmentally sustainable work practices	Core
MSFFM1001	Construct a basic timber furnishing product	Elective
MSFFM1002	Operate basic woodworking machines	Elective
MSFFM2001	Use furniture making sector hand and power tools	Elective

By completing these competencies students may be awarded Certificate I in Furnishing.

Vocational Relevance:

Students are able to complement the competencies which are offered in this course with those they may gain by doing a school based traineeship or apprenticeship. The two types of learning (at school and at work) link very well together.

Assessment Outline:

Students will complete a number of major timber projects, related theory, written tests and research assignments during the course.

Career Pathways:

The subject provides some advantage to students seeking school based apprenticeships and traineeships. These apprenticeships and traineeships are a way of providing a very direct introduction or link to jobs in the furnishings industry. Examples include: cabinet maker, pattern maker, shop fitter, wood machinist, chippy, builder and an upholsterer.

Potential Activities:

The projects which are likely to be manufactured in this course are a selection of items from the following: a bedside cabinet, coffee table, wall clock or hall stand.

Costs: Refer to the Student Resource Scheme Subject Fees Form for details of additional charges. Once fees are paid, as each item is completed and once assessment is finalised, the manufactured items are available for the student to take home.

Student Requirements:

There are no specific conditions but the student needs to have a genuine interest in working with their hands, hand and power tools to create wooden furnishings. **A pair of safety glasses and correct, protective footwear are necessary to comply with Workplace, Health & Safety requirements.**

Contributes to OP	No
Potential QCE Credits	2+2
Stand-Alone Certificate	Yes
Embedded Certificate	No

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program	
Not required	✓
Recommended, but not compulsory	
Very beneficial, but not compulsory	
Must have, compulsory	

SCHOOL BASED APPRENTICESHIP AND TRAINEESHIPS

Want to get the skills to go places whilst still at school? Then a school-based apprenticeship or traineeship could be for you.

School-based apprenticeships and traineeships allow you to work towards a nationally recognised qualification whilst completing your high school studies.

Not only will you receive your senior statement and/or QCE at the end of year 12, but you will have also trained towards a qualification in your chosen career and been paid for time spent working. Training takes place while you are at work, at school or at your training provider (i.e. TAFE or a private training organisation).

There are hundreds of school-based apprenticeships or traineeships to choose from.

What are the benefits?

- An education and a job
- A step ahead of the competition for jobs
- Learn the latest knowledge and skills
- Get paid while you learn
- Nationally recognised qualifications
- Hands on experience in a real job
- Another way to get into university
- A great way to move from school to work
- A sense of achievement
- A great start to your career

Who can take part?

- School-based apprenticeships and traineeships are primarily designed for Year 11 and 12 students.

What is involved?

To start a school-based apprenticeship or traineeship, ***you must find an employer and have the support of your parents or guardians and your school.*** Your parents or guardians will need ***to sign a training contract with your employer.***

An Education, Training and Employment Schedule will also need to be negotiated with your employer, school, training provider and your parents or guardians. The schedule outlines school or training commitments and must be negotiated at the same time the training contract is signed.

The employment and/or training arrangements must impact on your school timetable for the program to be considered school-based.

Vocational education and training qualifications and competencies can be recorded on your senior certificate and are nationally recognised.

It is also possible for you to gain an Overall Position (OP) while undertaking a school-based apprenticeship or traineeship.

If you do not complete your apprenticeship or traineeship whilst at school, you will be required to convert to full-time or part-time arrangements as soon as you leave school.

Unlike other apprentices and trainees, school-based apprentices and trainees:

- are not paid for the time spent undertaking training delivered by the training provider
- do not accrue sick leave or recreation leave

However, you are paid for the time spent working including an extra amount to make up for not receiving sick or recreation leave.

How many days will I have to work?

As part of your school-based apprenticeship or traineeship you are required to work for a minimum of 58 days in a 12 month period. Some school-based apprentices and trainees may work one to two days a week and attend school on the remaining days. Alternatively, you may work for blocks of time depending on what you and your employer most require. You must negotiate these arrangements with your school and training provider.

Where to from here?

Once you have thought about these questions you need to follow some simple steps:

- Talk to your parents or guardians about your interest in becoming a school-based apprentice or trainee.
- Advise your Guidance Officer and HOD of Senior Secondary that you would like to be involved in a school-based apprenticeship or traineeship.
- Decide what school-based apprenticeship or traineeship you would like to do.
- You, your school and your parent or guardian need to identify a suitable employer.
- Once you have secured employment, you can then enter into a training contract with your parent or guardian's consent.

Contact: Ms Deborah Giddins, Head of Department, Senior Secondary Extension: 879

