



# *Boonah State High School*

## **Senior Secondary School**

### **Subject Selection for 2018**

All contents of this handbook are correct at the time of publication but are subject to change. Subjects will only be offered based on demand and timetabling constraints.

(Correct as at 24 July 2017)

RTO Number: 30235  
QCAA School Number: 125

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## Some things to think about

Choosing subjects for Years 11 and 12 is very important and requires you to give full consideration in order to adequately prepare you for your future. The choices you make now will guide you towards what options are available to you at the end of Year 12.

You may choose to go straight to University or TAFE or you may choose to enter the workforce with the option of undertaking further study or training later. You no longer need to take five or six authority\* subjects because this is the only opportunity of accessing better careers and jobs. There are many Vocational Educational pathways including traineeships and apprenticeships open to students in their senior years of education.

In order to assist students with making good post Year 10 choices, the Queensland Curriculum and Assessment Authority has developed the QCAA Student Connect (<https://studentconnect.QCAA.qld.edu.au/>) website. This site has been designed with a Queensland focus to provide students and their parents or caregivers with accurate, up-to-date and useful information. It provides access to a range of information resources, including:

- the national career information service ([www.myfuture.edu.au](http://www.myfuture.edu.au)) website
- the Department of Employment and Training ([www.trainandemploy.qld.gov.au](http://www.trainandemploy.qld.gov.au)) website
- Education Queensland's (<http://education.qld.gov.au>) website

The Student Connect website has been developed into an individualised service linked to each student's learning account. Students are able to use their own learning achievements, interests and goals to map out personalised career pathways based on up-to-date career information. **To access this service students require their learning account ID and password. These will be handed out when you attend your SET plan interview.**

Students should remember that success in any form of study requires a high degree of commitment and hard work. Learning is a lifelong process.

(\* Authority subjects are subjects accredited by the Queensland Curriculum and Assessment Authority eg English, Maths A, Art, Chemistry etc.)

### Reviewing your choices

During Year 11, it is worthwhile reviewing how you are going to assess whether the choices made in Year 10 have been the right ones for you. To do this you need to consider your attitude and results. It is worth looking again at the course you have chosen. Remember, you may be able to make some subject changes at the end of each semester if needed.

There is no point in continuing on with a course of study if it is obvious that it has been incorrect or inappropriate.

For most students it is to their advantage to continue on and complete the courses they started in Year 11. For those who decide that their initial choices were incorrect, they need to consider other options. The best means of making sound alternate choices is to consult with our **Guidance Officer**.

## Subjects offered by Boonah SHS

Subjects offered for study in Year 11 and 12 at Boonah State High School fall into three categories – Authority Subjects, Authority Registered Subjects and Vocational Education and Training (VET) Qualifications.

If you have intentions of proceeding to university, you must select at least five (5) Authority subjects to enable you to obtain an Overall Position (OP). If you have intentions of proceeding to TAFE or to employment, you may select a combination of Authority and /or Authority-registered subjects and / or VET subjects. The school will assist students to consider further pathways through rigorous Student Education and Training Plan (SETP) process, which is outlined in a subsequent section.

### Authority Subjects

For students requiring an academic course leading to an Overall Position, Boonah State High School offers traditional four-semester (2 year) Authority Subjects. Only Authority subjects are considered when calculating your OP and Field Positions (FP) on the Tertiary Entrance Statement issued at the end of Year 12.

Authority subjects:

- Are based on a state-wide syllabus approved and issued by the Queensland Curriculum and Assessment Authority (QCAA).
- Have school work programs accredited by the QCAA
- Have assessment of student achievement reviewed and verified by the QCAA
- **Do** contribute to a student's eligibility for an overall position (OP)
- **Do** contribute to a student's selection score (OP or rank)
- Are recorded on the Queensland Certificate of Education (QCE), **if** you gain a Satisfactory Achievement (SA) level or above.

### Authority Registered Subjects

Authority Registered subjects, are designed primarily for those students who wish to include more practical, vocationally-related subjects in their course of study.

These subjects:

- Are developed by the school to meet a recognised need
- May be based on QCAA study area specifications
- Have school work programs accredited by the QCAA
- May include national modules leading towards the awarding of Certificate Levels I and/or II
- **Do NOT** contribute to an overall position (OP)
- **Do** contribute to a student's rank
- Are recorded on the Queensland Certificate of Education (QCE), **if** you gain a Satisfactory Achievement (SA) level or above.

### Stand Alone VET (Vocational Education & Training) Courses

Stand Alone VET subjects are designed for students wishing to gain a recognised VET certificate qualification. Boonah SHS currently offers a variety of subject choices which when complete successfully lead to the awarding of a nationally accredited and recognised Certificate I or II.

These courses:

- Are developed by the school to meet nationally recognised standards.
- Have programs of study accredited by the QCAA.
- Do NOT contribute towards an OP.
- May contribute towards a student's rank.
- Are recorded on the Queensland Certificate of Education (QCE), **if completed in full**. Some credits apply for 50% or 75% completion

### **Study through the Virtual Schooling Service (VSS) or the Brisbane School of Distance Education (BSDE)**

Where a student can clearly outline how the current subject offerings at Boonah State High School will not meet their future anticipated educational needs they may complete a “Request for Consideration” form for consideration to be enrolled in either a Virtual Schooling Service (VSS) or Brisbane School of Distance Education (BSDE) program.

**All requests for study through the Brisbane School of Distance Education or VSS must be submitted to the Principal for consideration.** The request form can be collected from the office, must address the criteria listed (giving examples of demonstrated behaviours where relevant) and must be submitted by the nominated date for consideration.

Through these programs, students work independently to complete their course of study. Students enrolled in VSS, complete online lessons in combination with weekly teleconferences with the teacher from the VSS. BSDE students complete work according to a “work rate” calendar provided by BSDE. BSDE lessons come in a paper based module format and are forwarded to the student via the school mailing system.

**Study through VSS and distance education both incur a charge** to cover the costs associated with the production of the lesson booklets, photocopying, postage and phone calls. The BSDE charge is invoiced to the school & we then invoice parents/guardians to recover this cost. Students studying through BSDE also need to provide their own textbook if the school does not currently have this in stock.

### **Extras Program**

At Boonah State High, students in Year 11 and 12 will participate in the Extras Program, which is 2 x 70 minute lessons per week. The program consists of different activities and may include (but is not limited to) any of the following throughout the 2 year course:

- VET Certificates where possible
- QCS Preparation Program
- Supervised study lessons
- Catch up lessons for SAT, TAFE and students enrolled in University subjects and distance education subjects
- Work Experience
- Volunteer work
- Mentor Programs with Primary Schools
- CPR For Life (compulsory for all graduating Year 12 students)

Students are expected to participate and attend all Extras Program lessons as these activities are integral to a student’s successful participation and completion of their Senior Phase of Learning.

### **Assistance for Students with Special Needs**

At Boonah State High School the Special Needs staff focus on the inclusion education model with students learning with their peers in a supported safe environment in mainstream classes (wherever possible). Students with disabilities are able to access the Flexible Learning Centre (formally the Special Education Unit) for their core subjects at all year levels as well as specialist, technological and stress management support.

Modified and alternative programs are offered to assist with the student’s social skills, communication, life skills, functional academics and problem solving abilities. Programs aim to increase students’ self-concept and self-esteem which in turn assists them in participation to the best of their ability with their peers in mainstream classes.

We are working closely with our community to offer students with disabilities work experience opportunities in the local area. This gives the students “hands on” experiences in the workplace and practice transferring the skills they have learned in the classroom to the workplace.

Every student enters the FLC with a unique range of experiences and skills. We develop these skills and individualise the educational programs of students to best fit their future needs. Our vision is to give our students the skills and strategies to assist them in becoming lifelong learners.

### **Semester Units**

All subjects are arranged in semester units. If you study a subject continuously over 2 years you will complete 4 semesters. You may wish to change a subject at the end of a semester because you are having difficulty with the subject. Such changes should not be made lightly and permission to change will depend on such factors as your ability, your attitude to your studies, pre-requisites for further study after Year 12 and existing class sizes. **Students who at some stage are contemplating any subject change need to follow a set procedure and must first see a Deputy Principal.**

**Although you will not receive credit on your Queensland Certificate of Education unless the semester was completed successfully (ie you received a Sound Achievement or greater) each semester of an Authority subject attempted may count towards the calculation of your OP.**

### **Assessment**

Assessment for all subject types is school based, but subject to rules and conditions detailed by the Queensland Curriculum and Assessment Authority (QCAA). Schools develop work programs for each subject taught based on QCAA syllabuses. Students and their parents or caregivers may access these on request at any time.

Emphases are placed on matching learning objectives, as set out in the accredited school work program, with appropriate learning experiences and evaluation techniques. This allows teachers to determine how well each individual has achieved the relevant objectives.

### **Levels of Achievement**

For Authority and Authority Registered subjects, student results are expressed as a level of achievement. There are five levels: Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA), Very Limited Achievement (VLA).

Stand Alone VET subjects will result in either the awarding of a certificate (where all modules are successfully completed) or a Statement of Attainment (where some modules are successfully completed). These are issued by the school in accordance with AQF guidelines at the completion of the course of study. These results will be included on the QCE if all modules are completed and a Certificate issued.

## **Certificates and other important pieces of paper**

### **Student Education Profile**

This profile is a series of documents you receive on completing Year 12. After completing Year 12, you will receive a Queensland Certificate of Education (or Senior Statement), a School Exit Statement, and on request, a school reference. If you are eligible for an OP you will also receive a Tertiary Entrance Statement.

### **School Exit Statement**

The school issues the Exit Statement which contains similar information to a school report. Students who leave before the end of Year 12, but who have completed a least one semester of Year 11/12 study, may request an exit statement. (Students transferring to another school are not entitled to an exit statement)

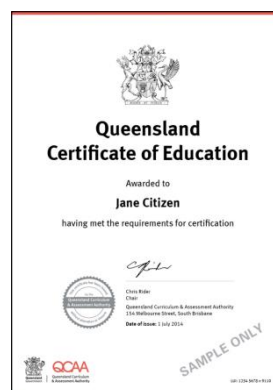
### **School Reference**

Students can apply for a reference from the school in Term 3 of Year 12. References usually include information about participation in school life as well as personal qualities and work habits demonstrated to teachers while at school.

## Queensland Certificate of Education / QCIA/ Senior Statement

This **new qualification**, which replaces the old Senior Certificate, which was first issued in 2008 by the QCAA for students who meet specific criteria having completed a satisfactory quantum or amount of study to a required standard. Changes to the Year 12 certification process resulted from extensive consultation with interest groups across Queensland.

**Students, who do not meet the new standards, will be awarded a Senior Statement.** This statement will be more like the old Senior Certificate and will list all the subjects students have studied regardless of the level of achievement gained.



The QCE is a formal record of your achievement, which indicates you have met the required standards. **Information on how to achieve the required amount of study, has been provided in a separate handout in your subject selection information pack. Alternately this information is available online at <http://QCAA.qld.edu.au> and follow the prompts.**

**Students who don't achieve a QCE at the end of Year 12 are able to continue banking achievements with the QCAA until they have completed sufficient study at the required standard to be awarded their certificate.**

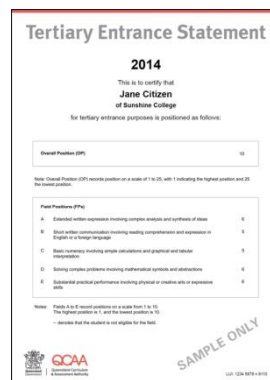
All students, regardless of whether or not they have achieved a QCE, will receive a Senior Statement at the end of Year 12.

## Tertiary Entrance Statement

This is issued to students who are OP eligible. Information used in the compilation of the Tertiary Entrance Statement comes from two sources: The Subject Achievement Indicators (SAIs) and the Queensland Core Skills (QCS) Test.

### Subject Achievement Indicators

In addition to the level of achievement awarded at the end of the study of a subject, the school assigns OP eligible students an SAI ranking for each authority subject studied. SAIs range from 200 (lowest) to 400 (highest) are calculated by considering the overall achievement of all OP eligible students in each Authority Subject. SAIs have the flexibility to cater for special circumstances that may affect your performance (for example, illness). Additionally, it may emphasise different aspects of a particular course by varying the weighting of semester units.



SAI's are published at the school, shortly after the completion of Year 12 and are available for viewing by all students.

### Overall Position

To be eligible for an OP, which is generally needed for entry into University Bachelor programs, students must adhere to the following rules stipulated by the QCAA:

- Complete 20 semester units of credit in Authority Subjects during Years 11 and 12
- Ensure that at least 3 of these Authority Subjects are studied for four (4) semesters
- Complete the Queensland Core Skills Test

The Tertiary Entrance Statement shows your Overall Position (OP), which compares you with all other OP eligible Year 12 students in the State. This is expressed as a number from 1 to 25 and is used as a measure of your performance in your Authority Subjects - all subjects being weighted (counted) equally. Universities use this OP to compare you with other applicants in the selection process for university places. The QCAA awards this OP.

The Tertiary Entrance Statement also shows your field Position (FP) from 1 to 10. There are five fields each representing different skills.

### **Queensland Core Skills (QCS) Test**

The QCS Test is:

- A common state wide test for Queensland Year 12 students
- An achievement test, not an intelligence or an aptitude test
- Grounded in the Queensland senior curriculum

To be eligible for an OP you must sit the QCS Test. If you are not eligible for an OP you may sit the test and if you score higher than an 'E' on the test your tertiary entrance 'rank' will be improved (see section Tertiary Entry for senior students without OP's).

QCS results for students who are not eligible for an OP do not contribute to the calculation of an OP's. QCS Test results are used as part of a scaling process, which aims to make sure that your individual OP **reflects your individual subject achievement**. Your OP indicates how well you achieved against your competition across all subjects.

The QCS Test takes place over two consecutive days late in late August or early September each year. Non OP-eligible students will need to decide at the start of Year 12 whether they wish to sit the QCS test or not.

## **Pathways to tertiary studies**

Obtaining an Overall Position (OP) is the primary pathway for Year 12 students to gain tertiary entrance, but other options are available to those waiting to pursue further studies.

### **OPS**

Students can seek tertiary entrance by obtaining an OP. To be eligible, they must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and sit the QCS Test. Students must also choose courses that meet the subject prerequisites for their tertiary preferences.

Students who satisfy the prerequisites are then selected for particular courses based on their OP. Students with the best OPs are offered places first. In some cases institutions need to differentiate between students with the same OP by using FPs.

In cases where it is not possible to separate applicants for the same course by using the OP followed by the FPs as the primary means of selection, QTAC will use the Australian Tertiary Admission Rank as the final discriminator.

### **Other Pathways**

Students who aren't eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC for a selection rank based on "schedules", which are specifically developed for this purpose. For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre (QTAC).

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, music, dance, and speech and drama, can also apply to QTAC. QTAC will then use schedules to assess students and other tertiary places.

Queensland Core Skills Test results can be included in QTAC schedules, and QTAC also administers the Special Tertiary Admission Test (STAT). The STAT is a two-hour aptitude test that assists applicants to demonstrate their potential for tertiary study and helps tertiary institutions make their selection decisions.



Most tertiary institutions have special entry conditions for mature-age applicants (21 years and over) that take into consideration factors such as motivation to study, work experiences and achievements since leaving school. Many offer special courses to help mature-age students. Check with the institutions for more information.

## **What is a rank?**

Ranks are worked out from tables developed by QTAC in consultation with other higher education authorities. Where OP's are based on a scale from 1 (highest) to 25 (lowest), ranks are based on a scale from 99 (highest) to 1 (lowest). Ranks for non OP-eligible students are calculated from specially formulated tables, known as schedules. The schedules take into account student's results on the Senior Certificate/Statement and QCS Test, if sat. A student's rank will be improved if they sit the QCS test and achieve better than an E result.

QTAC expects the schedules to remain fairly stable, but since the values in these tables are based on the data for the relevant year, students should expect to see some variation from one year to the next.

Please see our Guidance Officer for more specific information.

## **What is a SET Plan?**

Your SET Plan maps out how you will work towards attaining a Queensland Certificate of Education or Senior Statement, a Certificate III vocational qualification, and/or a viable work option.

The SET Plan is designed to:

- Work as a 'road map' to help you achieve your learning goals during the Senior Phase of Learning,
- Include flexible and coordinated pathway options,
- Assist you to examine further options across education, training and employment sectors, and
- Help you to communicate with your parents/carers or personnel from your school/learning provider.

In your personalised plan, you will be able to list a variety of different learning pathways, some of which you may access outside the current formal structure of our school. This will allow you to create more options and flexibility in your learning. The plan can be altered if you decide to change directions and explore different learning pathways.

Your SET Plan can be started at any time. However, it should be ready before you begin the Senior Phase of Learning. For most of you, this will be in Year 10 at a school.

You are responsible for the safekeeping of your SET Plan. However, the school will also maintain a copy of the plan. You will be able to discuss and negotiate the Terms and Conditions about your plan.

## Year 11 Pre-requisites – Authority Subjects

Subject	Pre-requisites
Biology	English – C    Science – B
Business Communication and Technology	English – C
Chemistry	Science – B    Extension Mathematics – B
Drama	English – C
English	English – C
Geography	English – C    Humanities – C
German	German – C
Graphics	Graphics – C
Home Economics	English – C
Information Processing and Technology	English – B    Mathematics – C
Mathematics A	Mathematics – C
Mathematics B	Extension Mathematics – B
Mathematics C	Extension Mathematics – B    Must select Maths B
Modern History	English – C
Physical Education	English – B    HPE – B
Physics	Science – B    Extension Mathematics – B
Visual Art	English – B    Visual Art – C

## Completing your SET Plan and choosing subjects On-line in OneSchool

1. Go to internet and log onto <http://oslp.eq.edu.au>
2. Log in with your school username and password.
3. Click on 'My Education Plan' (in the top left corner)

### SET PLAN

4. Click on **Intended Learning** and then **Surveys** to complete the SET Plan. Answer all questions. **The survey will not save unless there is something in each question.** If the question does not apply to you put **N/A** in the response box. (Try doing a short response first. You can go back and edit it later.) **DON'T forget** to click **Save** at the end of each page!

### SUBJECT SELECTION

5. Select the **Subject Selection** tab to complete your subject selection.
6. The new screen will say "You currently have no subject selection model selected". Click on [Click here](#) to select one.
7. In the new window select **2018 Year 11 Subject Smorgasbord and Save.**
8. When new screen opens select **Edit.**
9. Follow instructions on screen to select 6 subjects which must include an English and a Maths subject. **NOTE:** *This is NOT your final Subject Selection; it is a Smorgasbord designed to ascertain what subjects students wish to undertake. From this smorgasbord, the timetable blocks will be built. Students will select their FINAL subjects from the blocks during their SET Plan interview. BRING your laptop to the SET Plan interview.*
10. **DON'T FORGET TO CLICK SAVE!!!!!!**

### NOTE:

**Intended Learning:** You plan what you intend to do with your education over the coming years.

**Personal:** An area for you to set some goals, identify areas to improve, list your interests and strengths, and the place to find your previous report card details. Here you can set targets for specific subjects and plan for how you intend to achieve them.

**Careers and Courses:** Under careers you can search for different career areas, and find the links to the job guide details about those careers. Within the courses section you can search for specific course names, or search on universities / colleges / TAFE – and find out what courses they offer – add these to your preferences for later reference. When things are no longer relevant – you can delete them. Within the Apprenticeship, Traineeship & Work sections you can record your employment history – keeping records that will help you prepare resumes and contact details for referees.

**Subject Selection:** This is the area available for you at different times of the year, selecting subjects – this tab will not be open at all times.

**Monitor and Review:** This section will be used when you have an appointment with the guidance officer or other school staff to discuss career options and pathways – it becomes a record of assistance provided and changes made.

## **BIOLOGY**

**Subject Code: BSC**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: A06**

**QCAA Subject Code: 42**

### **NECESSARY ENTRY REQUIREMENTS**

- B standard or better in Year 10 Science
- C standard or better in Year 10 English
- Students should be studying Authority English in Year 11 and 12

### **AIM**

Studies in Biology provide students with learning experiences involving key concepts of this field of Science including:

- Organism interaction in local and global ecosystems
- Cellular and whole organism anatomy and physiology
- The transfer of disease and the body's response
- Modes of inheritance of genetic traits and the impact of such adaptations

Students will develop important skills in problem solving using the scientific method, research and report writing and presentation delivery. They will not only gain an appreciation about the many vital interrelationships that exist within the Biological world but will also develop a greater awareness of themselves through exploring in depth the functions of the human body.

The range of assessment encountered will help to prepare students for tasks they will encounter in the QCS test.

### **COURSE OUTLINE**

Semester 1: Ecosystems, Populations and Communities and Cells Biology

Semester 2: Animal and Plant Physiology

Semester 3: Reproduction and Growth, Disease and Immunology

Semester 4: Genetics and Evolution

### **ASSESSMENT**

Semester 1: Population Studies Investigation, Field trip analysis, Exam

Semester 2: Extended Experimental Investigation, End Semester Exam

Semester 3: Research and Presentation Task, Written Task

Semester 4: Extended Experimental Investigation, Written Task, End Semester Exam

### **WORKLOAD**

Students of Biology should be doing half an hour of revision and homework most nights. This may increase when assignments are due and at exam times.

### **SPECIAL EQUIPMENT or EXPENSES**

10 hours of field study form a compulsory part of the Year 11 Biology course. This is undertaken as an overnight field studies camp in April/May. The cost in 2017 was \$115. Students should take into account this compulsory part of the course when deciding to study Biology.

### **FUTURE PATHWAYS**

University courses in biology included biotechnology, environmental sciences, health sciences, agricultural sciences and sports science are available for students of Biology. More broadly, the problem solving and directed research skills developed in Biology can be applied to many university courses and to work life in general.

### **CONTACT STAFF**

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## **BUSINESS COMMUNICATION & TECHNOLOGIES**

**Subject Code: BCT**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: B28**

**QCAA Subject Code: 63**

### **NECESSARY ENTRY REQUIREMENTS**

- C standard or better in Year 10 Maths
- C standard or better in Year 10 English

### **AIM**

Business Communication and Technologies encompasses theoretical and practical aspects of business using real-life situations and simulations in contexts students will encounter throughout their lives. BCT is designed to equip students with:

- The ability to communicate effectively and to interact confidently through and within a business environment.
- The ability to use a range of business-specific technologies including Word Processing, Spreadsheet and PowerPoint software.
- The ability to apply a range of individual and group strategies to resolve issues and complete tasks.
- The ability and willingness to question existing administrative practices from a variety of viewpoints, for example, financial, technological, social, ethical and cultural.
- The ability and willingness to be enterprising in developing solutions to problems within a business environment.

### **COURSE OUTLINE**

Semester 1: (HOSPITALITY AND PUBLIC ADMINISTRATION CONTEXT) – Events administration (an event will be run to give practical experience) , Managing people

Semester 2:– (TRAVEL AND LEGAL CONTEXT) International business (a Japanese business lunch will support this unit), Organisation and work teams

Semester 3: (TRAVEL AND LEGAL CONTEXT) – Workplace health, safety and sustainability, Industrial relations

Semester 4: (RETAIL AND TRAVEL CONTEXT) Business environments, Managing workplace information

### **ASSESSMENT**

Short and Extended written responses; Written, spoken and multimodal research responses, Extended responses.

### **WORKLOAD**

Students will be expected to keep up with the work being covered in class and that will mean work in their own time at school or at home as required. Study and preparation for tests and assignments is essential. Students should be revising, studying work learnt at school and preparing for assessment as homework tasks for approximately 3 hours per week.

### **SPECIAL EQUIPMENT or EXPENSES**

Student laptop and USB, excursions (approximately \$35 per excursions (2 per year)

### **FUTURE PATHWAYS**

The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

It 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.

### **CONTACT STAFF**

Ashleigh Gaske, Jackie Campbell

## CHEMISTRY

Subject Code: CHM

QCAA Category: Authority Subject

QCE Credit Points: 4

QCAA Panel Code: A04

QCAA Subject Code: 40

### NECESSARY ENTRY REQUIREMENTS

- B standard or better in Year 10 Extension Maths
- B standard or better in Year 10 Science
- Students studying Prevocational Maths **cannot** take Chemistry

### AIM

Yes, one of the everyday activities many of us do, cooking, is all about chemistry. That is why mock apple pie tastes just like apple, but there isn't any in the pie. We look at fermentation and decomposition too, brewing ginger beer and tasting foods that are made with enzymes. But these are not the best reasons for selecting a subject. Chemistry is more than making explosions, tasting fermented bean curd and creating pretty colour changes. Chemistry is the study of how and why little particles interact to form bigger particles. Chemicals are foods, preservatives, cosmetics, wine, alloys, paints, rust inhibitors, nano-particles and much more. Chemical reactions involve the study of major chemical accidents, why deep fried calamari can be tough, the destruction of ships' hulls, concrete cancer and interactions between drugs and alcohol.

A chemist is a literate individual who thinks scientifically and clearly communicates chemical principles using symbols. Chemistry develops understanding of the scientific method and the ability to design and conduct extended experiments that reveal the nature of every-day materials. Chemistry teaches the student to develop advanced writing skills in various scientific formats using contextual knowledge. Demystify the unknown, discover the link between the physical world and the biological world and DO CHEMISTRY.

### COURSE OUTLINE

Semester 1: Redox

Brewing Ginger Beer

Semester 2: Metals Chemistry

Fuel to Burn

Semester 3: Chemistry of Colour

It's Industrial

Semester 4: Medicinal and kitchen Chemistry

Enzymes and Catalysts

### ASSESSMENT

Samples of the assessment completed in Year 11 are listed, with Year 12 being similar. Four to six pieces of assessment are completed each year.

Semester 1	The student selects and demonstrates a safe redox chemical reaction to the class to illustrate how product yield can be monitored qualitatively and quantitatively as an <b>Extended Research Task</b> . The student conducts a series of experiments that monitor changes in ginger beer as it ferments during various environmental stresses, to compare it to commercial ginger beer
Semester 2	The student will research metals and metal composites and develop a classification system that shows various properties of each in an <b>Extended Research Task</b> . The student plans, conducts a long-term study to investigate the factors that affect reaction rate. The research is applied to an industrial incident where reaction rate played a significant part to produce a poster as an <b>Extended Experimental Investigation</b> <b>Written Test</b> multiple choice, short answer, extended answer questions, practical exercises using graphs, tables, definitions, diagrams and data.

### WORKLOAD

Students should commit to at least half an hour every night for revision and study. This will increase at exam times, and when assignments and reports are due.

### SPECIAL EQUIPMENT OR EXPENSES

Some special activities conducted on or off site will involve some extra cost.

### FUTURE PATHWAYS

Chemistry is a prerequisite for many university science courses, including pharmacy. Many other courses, such as sports science, physiotherapy and the emerging biotechnology fields require knowledge of Chemistry and chemical laboratory techniques. Because of its emphasis on laboratory techniques, skills learned in Chemistry can be applied to many fields such as agriculture and health sciences, as well as complementary medicine. Though Chemistry is not a prerequisite for a science degree, most who do science at university will tell you it should be. Anyone who has to deal with issues of workplace health and safety in their workplace would find the subject useful too.

### CONTACT STAFF

Jason Smith, Matthew McAlister

## **DRAMA**

**Subject Code: DRA**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: B22**

**QCAA Subject Code: 88**

### **NECESSARY ENTRY REQUIREMENTS**

- C standard or better in Year 10 English
- C standard or better in Year 10 Drama
- Willingness to experiment and try new ideas and perform in front of peers and an adult audience is essential.

### **AIM**

Drama students work in a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving. Students develop knowledge, understanding and skills of the dramatic languages through working as scriptwriters, directors, actors, reviewers in a range of dramatic styles.

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

### **COURSE OUTLINE**

Semester 1: Australia Drama, Realism, Theatre Excursion

Semester 2: Commedia Dell'arte, Physical Theatre

Semester 3: Expressionism, Directing, Live Theatre Excursion

Semester 4: Documentary Drama, Conflict in Drama

### **ASSESSMENT**

Drama is a board subject that contributes to an OP. Drama is quite a rigorous course that requires both complex practical skills and analytical written skills. Practical tasks include rehearsed group performances of published playtext, directing and student devised work. Written tasks include individual scriptwriting and analysis of live theatre performances.

### **WORKLOAD**

2-3 hours per week

### **SPECIAL EQUIPMENT or EXPENSES**

In order to enhance their learning and broaden their knowledge of theatre, students are offered the opportunity of attending live theatre, participating in workshops run by professional performers and attending Art/Drama camp. Most excursions are voluntary but students must attend one live theatre performance in order to complete mandatory assessment tasks. The costs of excursions range from \$20 - \$40 depending on venue and travel expenses.

### **FUTURE PATHWAYS**

Drama can lead to a career in acting, teaching, scriptwriting, circus, street arts, theatre management, stage management, directing, technical theatre production, costume or stage design, lighting design, community theatre.

Drama also prepares students for a variety of other studies and employment opportunities that require creativity, analysis, problem solving, group collaboration and public speaking.

### **CONTACT STAFF**

Georgia Bell

## ENGLISH

**Subject Code: ENG**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: B45**

**QCAA Subject Code: 1**

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 10 English
- A degree of maturity and commitment to reading, viewing and listening is expected. Students should read widely outside the classroom as well as set texts.
- Students **not** studying an OP pathway should take English Communication

### AIM

The aim of this English course is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of social contexts.

The course aims to promote the skills of analysis and understanding through the study of texts from a wide variety of sources including visual and written texts. The course also looks at forces shaping students' perception of the world.

### COURSE OUTLINE

Semester 1: Images of Australia – how do we see ourselves?

Semester 2: Black Hat/ White Hat - who or what can we really believe?

Semester 3: To be or not to be....Shakespeare and What have we here? The world of texts.

Semester 4: A point in time.. the short story and more of the world of text

**NB: In order to best utilise the expertise of our staff, the class teacher may change from semester 1 to semester 2 in Year 11.**

### ASSESSMENT

Students will produce a number of written and spoken tasks each semester. Five pieces of assessment are required for Year 12. A sound achievement in both written and spoken genres is required to exit with a sound in Year 12.

All pieces of Year 11 assessment must be completed to be considered for Year 12 entry

### WORKLOAD

At least 30 minutes per night. If there is no assignment work required it is expected that students will read widely as this is very important to developing a broad knowledge of the world of text and a strong skill base.

**SPECIAL EQUIPMENT or EXPENSES** Nil. Although not mandatory, access to digital technologies such as a home computer, laptop or iPad would be beneficial for word processing and research purposes.

### FUTURE PATHWAYS

English is, in many cases, the only prerequisite for University entry. A facility for and an ability to deconstruct and construct written, spoken and visual language is a necessity for the modern world and for any future career or employment.

### CONTACT STAFF

Luke Higgins



## GEOGRAPHY

**Subject Code: GEG**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: B34**

**QCAA Subject Code: 24**

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 10 English
- C standard or better in Year 10 Study of Society and Environment

### AIM

- Learning about people in varied environments around the world.
- Learning about landforms, climates, settlements and social organisation.
- Understanding differences in the quality of life among the people of the world and the impact of human activities.
- Encouraging students to think about improving the quality of life, and about effective use of resources and ways of protecting the environment.
- Developing skills eg. fieldwork, computing, working with maps or statistics, photographs or satellite images, presenting reports.

### COURSE OUTLINE

Semester 1: Managing the Natural Environment

- Responding to Natural Hazards
- Managing Catchments

Semester 2: Social Environments

- Sustaining Communities
- Connecting People and Places

Semester 3: Resources and the Environment

- Living with Climate Change
- Sustaining Biodiversity

Semester 4: People and Development

- Feeding the World's People
- Exploring the Geography of Disease

Students will be required to study at least (1) one elective per semester in addition to the Core Units.

### ASSESSMENT

A profile of student achievement will be kept throughout the two year course using the following types of assessment instruments.

- (a) Short response tests – objective, paragraphs, definitions
- (b) Practical exercises eg statistics, mapping
- (c) Stimulus response essays
- (d) Reports – field and research

### WORKLOAD

Work is set each day requiring approximately 30 minutes of home study. However, success in this subject will only come with a high level of commitment.

### SPECIAL EQUIPMENT or EXPENSES

**Field trips are mandatory in Geography as this is part of the assessment.** One excursion per semester will occur, with an average cost of approximately \$25.00 depending on the venue. It is highly recommended that students have access to a computer and a flash drive for research purposes.

### FUTURE PATHWAYS

Studies in Geography may assist a young person gain employment as a town planner, surveyor, travel agent, cartographer, journalist, teacher, real estate agent, meteorologist, flight attendant, public servant, and public relations officer. It may also assist in tertiary courses such as Anthropology, Architecture, Civil Engineering, Economics and Commerce, Education, Geography, Geology, History, Journalism, Psychology, Social work, Surveying, Tourism

### CONTACT STAFF

Jackie Campbell, Yvette McAlister, Lisa Dickson

## GERMAN

**Subject Code: GER**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: B03**

**QCAA Subject Code: 06**

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 9 and Year 10 German

### AIM

The study of a foreign language:

- contributes to students' personal, educational, intellectual and cultural development.
- promotes clear and critical thinking, clarity of expression, cognitive flexibility and problem-solving ability, all of which have important applications for other learning areas.
- enhances career opportunities when combined with other vocational areas, for example, in law, the arts, science and technology, and commerce.
- provides an awareness and understanding of the nature and purpose of language in general, and thereby improves students' use and understanding of English.
- fosters cross-cultural understanding and develops a respect for people of other languages and cultures.
- increases self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures.

### COURSE OUTLINE

The course is QCAA accredited and complies with the requirements of the Senior German Syllabus.

### ASSESSMENT

Ability to use the language is assessed through a variety of communicative tasks. These include:

- Listening: comprehending conversations, announcements and reports.
- Speaking: role-playing: conversing with the teacher or other students; presenting a talk on a familiar topic.
- Reading: responding to a range of written material such as letters, articles, reports, cartoons and brochures.
- Writing: letters, e-mails, postcards, reports and school magazine articles.

**Our in-depth units over the 2 years include:** adolescence and relationships; health, drugs and the environment; German history and reunification; holiday planning, itineraries, accommodation; education, post-school options, careers; mass media and advertising; foreigners, equality, prejudice and human rights; German Arts and Literature. These are generally 5-6 weeks each, and are supplemented with additional units.

**WORKLOAD** Minimum: 30 minutes 3 times a week

**SPECIAL EQUIPMENT or EXPENSES** Nil

### FUTURE PATHWAYS

Government or diplomatic services, translators work in industry and trade, teaching, law, the arts science and commerce.

*If there are insufficient numbers to run an independent class, German may be offered as a combined Year 11 and 12 class. Or it may be offered by the Virtual Schooling Service (VSS). This means students complete online lessons in combination with twice weekly teleconferences with the teacher from VSS.*

### CONTACT STAFF

Lara Keller

## **GRAPHICS**

**Subject Code: GPH**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: A13**

**QCAA Subject Code: 76**

### **NECESSARY ENTRY REQUIREMENTS**

- C standard or better in Year 10 Graphics

### **AIM**

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; 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)

### **COURSE OUTLINE:**

This is predominately a computer-based course where students will be required to produce drawings using Computer Aided Drafting. Some sketching and manual drafting is also included.

The course of study is of two years duration and will contain work in both of the following areas of study.

**2-DIMENSIONAL VIEWING SYSTEMS**

**3-DIMENSIONAL VIEWING SYSTEMS.**

Through the Design Process, students will solve design problems that are situated in three design areas.

Across the course of study students will experience at least two of three design areas.

The three design areas are:

- Industrial Design
- Built Environment Design (architecture, landscape architecture and interior design)
- Graphic Design

### **ASSESSMENT**

A criteria based assessment format is used on a continual basis throughout the course to assess assignments (Design Folios) and general achievement tests. Methods of assessment will involve written tasks, sketching, drafting, short and extended response tests.

In Senior Graphics, the three criteria from which a student's exit level of achievement is derived are:

- Knowledge and Understanding
- Analysis and Application
- Synthesis and Evaluation

### **WORKLOAD**

Class time is three (3) seventy (70) minute periods per week. Students must be prepared to devote extra time of their own to complete contextual units of work either at home or during lunch breaks.

### **SPECIAL EQUIPMENT or EXPENSES**

Students enrolling in this subject will need to be aware that they will have to have access to a comprehensive range of graphics equipment and access to a computer that will run a graphics AutoCad program that is provided by the school.

### **FUTURE 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.

### **CONTACT STAFF**

John Faulkner, Phil Solomon

## HOME ECONOMICS

**Subject Code:** HEC

**QCAA Category:** Authority Subject

**QCE Credit Points:** 4

**QCAA Panel Code:** A25

**QCAA Subject Code:** 71

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 10 English
- Students should have a reasonable interest and be aware that a much greater application to their studies is needed than for Year 10 Home Economics.

### AIM

Home Economics is an academic subject with a strong practical component. It offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family well-being. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

A central premise of Home Economics is that today's actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities. Home Economists educate, inform and advise government, industry and the community. Their advice can help individuals make better lifestyle choices. Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.

### COURSE OUTLINE

Semester 1: Contemporary issues related to Adolescent food, nutrition and health. This unit involves a combination of 2 areas of study: Nutrition and Food and elements of Individuals, Families and Communities.

Semester 2: Textiles and influences on fashion. This unit involves a combination of 2 areas of study: Textiles and Fashion and elements of Individuals, Families and Communities.

Semester 3: Modern influences on food, nutrition, health and well-being in Australia. This unit involves combination of 2 areas of study: Nutrition and Food and elements of Individuals, Families and Communities.

Semester 4: Transition from adolescents to adults, home and away. This unit involves a combination of 2 areas of study: Individuals, Families and Communities and elements of either Textiles and Fashion or Nutrition and Food.

There will be two substantial units of work – one in Year 11 and one in Year 12. These permit depth and sophistication of understanding and increased complexity across the areas of study.

### ASSESSMENT

Assessment in Home Economics enables students to demonstrate achievement in the three dimensions of...

- Knowledge and understanding
- Reasoning and communicating processes
- Practical performance

Assessment techniques will include:

- Supervised written assessment such as tests
- Research assessment such as research reports and multimodal presentations to investigate an issue or resolve a design challenge
- Product assessment such as producing a product in food and textile contexts involving planning, evaluation and reflecting as well as the performance of arrange of practical skills. Students will be required to keep a process journal as part of the practical performance task.

### WORKLOAD

It must be stressed that this subject has a workload of both theoretical and practical elements. Half an hour each week night to be devoted to either formal homework or study of Home Economics. Organisation and preparation of ingredients is also a student's responsibility during food units.

### SPECIAL EQUIPMENT or EXPENSES

Students and their parents/ carers must realise that the provision of all necessary practical requirements (e.g. cookery ingredients, sewing equipment) is vitally important if the course assessment requirements are to be met.

### FUTURE PATHWAYS

The Home Economics course is a valuable foundation for work in a variety of fields such as Food Technology; Dietetics; Interior Decorator; Fashion Studies, Nursing Studies; Studies in Psychology; Sociology and Social Work; Home Economics Teaching; Home Economists, and Textile designers and pattern makers in Industry.

### CONTACT STAFF

Christine White

## **MATHEMATICS A**

**Subject Code: MAA**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: A36**

**QCAA Subject Code: 36**

### **NECESSARY ENTRY REQUIREMENTS**

- C standard or better in Year 10 Core Maths
- Students **cannot** study Maths C

### **AIM**

Mathematics A emphasises the development of positive attitudes towards the student's involvement in mathematics through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning. The units studied come under the topics: Financial mathematics; Applied geometry; Statistics and probability; Navigation; and Networks and queuing.

### **COURSE OUTLINE**

Semester 1: Trigonometry; Data collection; Measurement; Scale drawings; Earning money; Position on Earth

Semester 2: Data display; Compasses and bearings; Spending and budgeting; Building straight and true; Data summaries; and Quantity surveying

Semester 3: Interest; Surveys and Site Plans, Probability; and Networks and queuing

Semester 4: Samples and estimates; The value of money; Probability; Investments; Maps and compasses; Data relationships; and Consumer credit

Mathematics A is a spiralling curriculum and topics within each strand are revisited and extended.

### **ASSESSMENT**

Semester 1: Mid semester test, End semester test, 2 assignments

Semester 2: Mid semester test, End semester test, 2 assignments

Semester 3: Mid semester test, End semester test, 2 assignments

Semester 4: Mid semester test, End semester test, 1 assignment

### **WORKLOAD**

Students will need to commit to at least half an hour every night for revision and study. This will increase at exam times, and when assignments and reports are due.

### **SPECIAL EQUIPMENT or Expenses**

Scientific Calculator and Orienteering Excursion – Approximately \$5.

### **FUTURE PATHWAYS**

Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics.

### **CONTACT STAFF**

Phil Kanowski, Aidan Richters

## MATHEMATICS B

Subject Code: MAB

QCAA Category: Authority Subject

QCE Credit Points: 4

QCAA Panel Code: A37

QCAA Subject Code: 37

### NECESSARY ENTRY REQUIREMENTS

- B standard or better in Year 10 Extension Maths
- Students must have a firm grounding in Algebra, Trigonometry, and Analytical Geometry.

### AIM

Mathematics B involves the study of mathematical functions and their applications, differential and integral calculus and applied statistical analysis. These are used to develop:

- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem-solving strategies and skills
- capacity to justify mathematical arguments and make decisions
- capacity to communicate about mathematics in a variety of forms.

### COURSE OUTLINE

- Semester 1: Exponential functions, Periodic functions, Applied statistical analysis, Linear functions, Rates of change
- Semester 2: Quadratic functions, The derivative, Optimisation, Periodic functions, Logarithmic functions, Probability, Introduction to integration
- Semester 3: Polynomial functions, Derivatives, Integration, Normal distributions, Rates of change, Optimisation
- Semester 4: Integration, Applications of exponential functions, Periodic functions, Optimisation

Mathematics B is a spiralling curriculum and topics within each strand are revisited and extended.

### ASSESSMENT

Semester 1: Mid semester test, End semester test, and 1 assignment.

Semester 2: Mid semester test, End semester test, and 1 assignment.

Semester 3: Mid semester test, End semester test, and 1 assignment.

Semester 4: Mid semester test, End semester test, and 1 assignment.

### WORKLOAD

Students will need to commit to at least half an hour every night for revision and study. This will increase at exam times, and when assignments and reports are due.

### SPECIAL EQUIPMENT or EXPENSES

Nil (Students will be lent a graphics calculator by the school.)

### FUTURE PATHWAYS

Mathematics B is a recommended precursor to tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

Students should read the **QTAC GUIDE- TERTIARY COURSES** for undergraduate course descriptions and career opportunities.

### CONTACT STAFF

Phil Kanowski, Aidan Richters

## **MATHEMATICS C**

**Subject Code: MAC**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: A38**

**QCAA Subject Code: 38**

### **NECESSARY ENTRY REQUIREMENTS**

- B standard or better in Year 10 Extension Maths
- Students must have a firm grounding in Algebra, Trigonometry, and Analytical Geometry.
- Students who study Maths C **must** study Maths B

### **AIM**

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. Students will be encouraged to recognise the dynamic nature of mathematics through problem solving and application in life-related situations. Opportunities are provided for students to appreciate the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world's environment.

Mathematics C involves the study of mathematical concepts such as groups, Real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics, and advanced periodic and exponential functions.

Hence Mathematics C is a highly desirable preparatory course not only in the traditional careers of engineering and the physical sciences but also in fields as diverse as agriculture, food technology, geography, biology, economics, business and management.

### **COURSE OUTLINE**

Mathematics C is a spiralling curriculum and topics within each strand are revisited and extended over the two-year course.

Topics studied are: Group Theory, Number Theory, Modelling with Probability, Matrices, Vectors, Real and Complex Numbers, and Structures and Patterns.

### **ASSESSMENT**

Semester 1: Mid semester test, End semester test, and 1 assignment.

Semester 2: Mid semester test, End semester test, and 1 assignment.

Semester 3: Mid semester test, End semester test, and 1 assignment.

Semester 4: Mid semester test, End semester test, and 1 assignment.

### **WORKLOAD**

Students will need to commit to at least half an hour every night for revision and study. This will increase at exam times, and when assignments and reports are due.

### **SPECIAL EQUIPMENT or EXPENSES**

Nil (Students will be lent a graphics calculator by the school.)

### **FUTURE PATHWAYS**

Mathematics C is a recommended companion subject to Mathematics B. It provides additional preparation for tertiary studies in subjects with high demand in mathematics such as Engineering, Science, Technology and Computer studies. Even though Mathematics C is not a prerequisite for many tertiary courses, it is highly recommended for study in the above fields and provides students with learning skills that will assist in tertiary study.

Students should read the **QTAC GUIDE- TERTIARY COURSES** for undergraduate course descriptions and career opportunities.

### **CONTACT STAFF**

Phil Kanowski, Aidan Richters

## MODERN HISTORY

Subject Code: MHS

QCAA Category: Authority Subject

QCE Credit Points: 4

QCAA Panel Code: B08

QCAA Subject Code: 21

### NECESSARY ENTRY REQUIREMENTS

- C standard or better in Year 10 English
- C standard or better in Year 10 Study of Society and Environment

### AIM

- To assist students to understand the modern world by learning about the past, and to help them learn how change is brought about.
- To develop information and research processing skills through the process of historical inquiry.
- To prepare students to work in a world of global interdependence
- To prepare students for study at the tertiary level by becoming critical thinkers.
- To encourage them to be active citizens in the future.

**COURSE OUTLINE** The course is divided into a study of themes, and sub-divided into a number of inquiry topics.

Semester 1:

Theme 1: Studies of Conflict involving:  
The Cold War, The Holocaust

Semester 2:

Theme 1: Studies of Conflict involving:  
Apartheid in South Africa , Racism and the Arab – Israeli Conflict

Semester 3:

Theme 2: National History which involves:  
Australian Foreign Policy in Twentieth Century  
Theme 3: Studies of Power incorporating:  
The Civil War in China

Semester 4:

Theme 3: Studies of Power incorporating:  
Gender Studies  
Theme 4: Studies of the Individual in History in which  
students select a significant Individual of their choosing  
for their impact on History

### ASSESSMENT

Students are required to complete 5 pieces of assessment per year which include:

Semester 1:

- *Category 4:* Response to stimulus test (Holocaust)
- *Category 1:* Extended written response to historical evidence (Cold War)
- *Category 2:* A written research assignment (Cold War)

Semester 2:

- *Category 3:* A written research assignment (Apartheid)
- *Category 1:* An extended written response to historical evidence (Arab Israeli Conflict)

Semester 3:

- *Category 2:* A written research assignment (Foreign Policy)
- *Category 4:* Response to stimulus test (Foreign Policy)
- *Category 1:* Extended written response to historical evidence (China's Civil War)

Semester 4:

- *Category 3:* Multimodal non-written presentation based on research (Gender Studies)
- *Category 2:* A written research assignment (An individual in History)

### WORKLOAD

Students need to devote about thirty minutes per night to reviewing the day's work. Regular study and revision is recommended rather than short bursts. When research assignments are due, more time will be required

### SPECIAL EQUIPMENT

It is highly recommended that students have access to a computer and a flash drive for research purposes.

### FUTURE PATHWAYS

Study of History can be undertaken at tertiary level as part of an Arts or Social Science degree, or as a component of courses leading to a career in heritage, tourism, architecture, media, creative arts, police, armed services, law, teaching, medicine, public service or psychology. Research skills underpin all tertiary studies.

### CONTACT STAFF

Jackie Campbell



## **PHYSICAL EDUCATION**

**Subject Code: PED**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: A24**

**QCAA Subject Code: 68**

### **NECESSARY ENTRY REQUIREMENTS**

- B standard or better in Year 10 HPE
- B standard or better in Year 10 English

### **AIM**

Physical Education provides experiences that enable students to develop skills and capacities, knowledge and understanding, attitudes and values in physical activity through manipulation of information and physical activity. This course enables students to understand and appreciate the intellectual, physical, social and emotional factors that influence participation in physical activity. Physical Education is designed to enable students to increasingly accept responsibility for their intellectual, physical, social and emotional development.

### **COURSE OUTLINE**

Students complete one theory unit and one accompanying practical unit each term.

**Theory Units:** Figueroa's Framework, Psychology, Training Program Design, Motor Learning, Biomechanics, Exercise Physiology Principles.

**Practical Units:** Athletics, Badminton, Futsal, Netball

### **ASSESSMENT**

In addition to assessment of physical capabilities, a written assessment item is required each term. This item may take the form of a research assignment, supervised test, report, analytical exposition or multi-modal presentation.

### **WORKLOAD**

Work load will vary depending on units studied. Generally students will need to maintain a consistent home effort (revision / homework) of at least half an hour every night. This will increase at exam times and when assignments are due.

### **FUTURE PATHWAYS**

Physical Education is a highly desirable subject to study for future studies at Universities and TAFE associated with Leisure studies, Sports coaching, Recreational Management, Sport Medicine, Fitness, Sport Scientist and Teaching Health & Physical Education. These studies can lead to careers as fitness counsellors, youth leaders, sport promotional officers, sports development officers, sports administrators, managers of fitness leisure community centres and teachers. Physical Education can also be beneficial in gaining employment in the growth areas of outdoor education, event management, parks management, and therapeutic recreation.

### **CONTACT STAFF**

Michael Bozhoff

## PHYSICS

**Subject Code: PHY**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: A05**

**QCAA Subject Code: 41**

### NECESSARY ENTRY REQUIREMENTS

- B standard or better in Year 10 Extension Maths
- B standard or better in Year 10 Science
- Should also study Maths B

### AIM

The study of Physics provides an understanding of and background to the many concepts and ideas that underpin our scientific understanding of the universe and much of our modern technology. Students study Physics for many reasons: tertiary study; background knowledge for trades such as electrical, auto electrical, refrigeration, mechanic, etc; and to follow an interest in the physical sciences and technology.

The Physics course is structured around Contexts, which present the concepts and ideas of Physics in relation to real-world applications. The range of assessment encountered will help to prepare students for tasks they will encounter in the QCS test.

In the course of studying Physics, students will also develop their research, reporting and presentation skills, as well problem solving using the scientific method.

### COURSE OUTLINE

Semester 1: Optical Instruments (Reflection and refraction), Time (SHM and atomic structure)

Semester 2: Transport (Motion, forces and energy) Amusement park Physics (Conservation of energy, rotational motion, gravity) (Includes excursion to Dreamworld)

Semester 3: The Home Theatre (Electricity, electronics), 20<sup>th</sup> Century Physics (Nuclear structure, Quantum physics and Relativity),

Semester 4: Moving in Space (projectiles and orbits), Coping with Climate (Thermal physics)

### ASSESSMENT

Semester 1: Practical reports, Extended Response Task, Supervised Assessment (Response to m , Stimulus and Written Test)

Semester 2: Practical reports, Extended Experimental Investigation, Extended Research Task (research and design task)

Semester 3: Extended Research Task, Practical Reports, Supervised Assessment (Written Test and Response to Stimulus).

Semester 4: Extended Investigation, Practical reports, 2 Supervised Assessments (Written Tests).

### WORKLOAD

Students should do at least half an hour of study each night. This will be greater when assignments are being prepared.

### SPECIAL EQUIPMENT or EXPENSES

A field trip to Dreamworld is included as part of Amusement Park Physics in Semester 2. The cost is about \$40. Other, more local excursions may be arranged as available, such as RAAF Amberley or the Flying Club. Cost for these will be less than \$10 if possible.

### FUTURE PATHWAYS

Many Science and Engineering courses at universities list Physics as a prerequisite. Many others, such as sports science and physiotherapy rely on knowledge of physics, although they don't usually advertise it. Students of physics can also pursue careers as officers in the armed forces (e.g. engineers and pilots), as well as electrical and mechanical trades. Problem solving, research and reporting skills developed in Physics are useful in business, and many university physics graduates find careers in the financial sector because of their ability to analyse data and detect and predict trends.

### CONTACT STAFF

Jason Smith

## **VISUAL ART**

**Subject Code: ART**

**QCAA Category: Authority Subject**

**QCE Credit Points: 4**

**QCAA Panel Code: B14**

**QCAA Subject Code: 80**

### **NECESSARY ENTRY REQUIREMENTS**

- C standard or better in Year 10 Art
- B standard or better in Year 10 English, or through consideration and approval by the Head of Department

### **AIM**

Art is a theoretical and practical two year course which explores the world of visual images by asking students to create art works and respond to art works.

### **COURSE OUTLINE**

Semester 1: Marks and Surfaces, Living Forms

Semester 2: Places and Spaces, The Journey

Semester 3: Duality

Semester 4: Alchemy

### **ASSESSMENT**

Semester 1: 2 x Practical Folios, 1 written assignment, 1 written exam

Semester 2: 2 x Practical Folios, 1 written assignment, 1 oral

Semester 3: 1 Body of Work inclusive of practical and a written assignment

Semester 4: 1 Body of Work inclusive of practical and an oral

### **WORKLOAD**

Students will be expected to complete work in their own time whether this is at lunch breaks, after school or on weekends as this is an OP subject. Students are able to access the Art Room at lunch times and during after school workshops.

### **SPECIAL EQUIPMENT or EXPENSES**

A4 Visual diary, Fine black felt tip pen, variety of colour media for use at home, 2B, 4B, 6B pencils, variety of brushes for use at home, ruler, eraser and sharpener. General art media is provided through the school but students may be required to purchase special/excess materials on occasion.

Students are offered the opportunity to attend several excursions including workshops with specialists and Art Exhibitions. The costs of these vary and are usually between \$10 and \$25. An Art/Drama camp is also offered biannually however attendance is not compulsory.

Students must wear footwear that complies with workplace health and safety requirements and the School Uniform Policy at all times.

### **FUTURE PATHWAYS**

The business of Art is big business. The expansion of media and technology has opened up a vast new range of art related careers and increased opportunities. Options can be categorised into advertising, art therapy, fashion, film and television, fine art, graphic art, design, industrial design, interior and display design, museum display, photography, publication, teaching and theatre.

### **CONTACT STAFF**

Stephanie Wernick, Symantha McSweeney

## **AUTHORITY REGISTERED (non OP) SUBJECTS**

### **ENGLISH COMMUNICATION**

**Subject Code: ENC**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4 + literacy component**

**QCAA Subject Code: 6125**

#### **NECESSARY ENTRY REQUIREMENTS**

- Designed for those students who do not require entry to University.

#### **AIM**

To develop in students -

- a sense of identity - personal and within a group
- self confidence in written and spoken tasks
- a respect for other people
- a desire to communicate appropriately
- an ability to plan and work as a member of a group.

#### **COURSE OUTLINE**

Semester 1: 'Live to Read' – 1) novel study and 2) creating a picture book for young children.

Semester 2: 'Our Community' – 1) organising a local event and 2) advertising/public awareness campaign.

Semester 3: 'Something from Nothing' – fund raising for a chosen charity  
'Our Story' – reality television pitch

Semester 4: 'Where Does My Future Lie?' – resume creation and mock job interview  
'Memoirs of Me' – graduation speech.

Students will also complete units in: media studies- film study  
language education – writing correctly and speaking well  
literature studies.- studying a novel

#### **ASSESSMENT**

There are a number of assessment pieces which cover a variety of learning outcomes. Students are required to respond in both the written and the spoken modes.

**ENC should not be considered an easy alternative.** Assignment guidelines are strict and the subject matter is often complex. The same penalties and policies exist for submission of assessment items.

#### **WORKLOAD**

2-3 hours per week

#### **SPECIAL EQUIPMENT or EXPENSES**

Nil. Although not mandatory, access to digital technologies such as a home computer, laptop or iPad would be beneficial for word processing and research purposes.

#### **FUTURE PATHWAYS**

English is the basic means of communication for all future endeavours at TAFE or employment level. The subject is therefore, applicable to all walks of life.

#### **CONTACT STAFF**

Luke Higgins

## **AGRICULTURAL PRACTICES**

**Subject Code: AGU**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4 + literacy component**

**QCAA Subject Code: 6400**

### **NECESSARY ENTRY REQUIREMENTS**

- Designed for those students who do not require entry to University.
- C standard or better in Year 10 Science
- C standard or better in Year 10 English

### **AIM**

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Agricultural Practices includes two areas of study, 'Animal studies' and 'Plant studies', which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Learning is delivered through units of work set in specific animal and plant contexts, such as poultry, vegetables or management areas.

'Safety and management practices' are embedded across the course and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

### **COURSE OUTLINE**

Semester 1: Agricultural industries in perspective and Agricultural practices

Semester 2: Animal nutrition, growth and development and Animal health and welfare

Semester 3: Plant production practices and Business Management

Semester 4: Reproduction (Plant and animal) and Grazing animal and rangeland management

### **ASSESSMENT**

Assessment techniques will include projects, collection of work, Investigations, Examinations and extended response to stimulus

### **WORKLOAD**

Students of Agricultural Practices should be doing half an hour of revision and homework when assignments are due and at exam times.

### **SPECIAL EQUIPMENT or EXPENSES**

Students are required to have a work book and wear appropriate footwear at all times. Wearing a hat for practical activities is mandatory.

### **FUTURE PATHWAYS**

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness.

### **CONTACT STAFF**

Jason Smith, Kym Bryla

## **INFORMATION & COMMUNICATION TECHNOLOGY**

**Subject Code: ICT**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4**

**QCAA Subject Code: 6107**

### **NECESSARY ENTRY REQUIREMENTS**

- Students who have studied Junior MMW or RPG will have an advantage

### **AIM**

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

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

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

### **COURSE OUTLINE**

Semester 1: My digital profile; Graphic Design — Web page development; Exploring mobile applications — Android v IOS;

Semester 2: Exploring mobile applications — Android v IOS; Gaming beta — Introduction

Semester 3: Gaming — Using feedback to improve an existing product

Semester 4: Presenting me — developing a personal digital presence

### **ASSESSMENT**

Semester 1: Multimodal, images and text (Digital presentation: analysis of the manipulation of published images); Product (magazine cover); Spoken (Podcast describing the webpage development process); Product (webpage)

Semester 2: Spoken (Debate the pros and cons of given Apps); Multimodal, visual and spoken (Tutorial: How to play); Product (Game)

Semester 3: Multimodal, written and visual (Review a game); Spoken (Podcast describing the game development process); Product (Game)

Semester 4: Written (Folio documenting the design process); Product (Web page); Spoken (Podcast evaluation of a blog or website)

### **WORKLOAD**

Students may be required to complete theory/assignment related work beyond class time.

### **SPECIAL EQUIPMENT or EXPENSES**

NIL

**CONTACT STAFF** Jason Smith

## **BUILDING & CONSTRUCTION SKILLS**

**Subject Code: BSK**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4**

**QCAA Subject Code: 6416**

### **NECESSARY ENTRY REQUIREMENTS**

- Students who have studied Junior Construction or Furnishing will have an advantage
- Students must accept the set standards of conduct necessary in a workshop situation

### **AIM**

Building & Construction Skills is an education program that offers students the opportunity to undertake a range of tasks within the context of the various sectors of the building industry. Subject delivery is ideally suited to project-based activities, and related theory is linked together in the context of projects that reflect workplace practices.

The subject Building and Construction Skills focuses on underpinning industry practices and construction processes required to create, maintain and repair the built environment. By studying this subject students' enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for them to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

### **COURSE OUTLINE**

A course of study for Building and Construction Skills includes:

- the core — concepts and ideas within 'Industry practices' and 'Construction processes' — integrated with electives across Semesters 1 and 2, and further developed in Semesters 3 and 4
- electives – carpentry plus at least two other electives (bricklaying, plastering and painting, concreting, tiling, landscaping) included in Year 11 and revisited and further developed in Year 12
- four to eight units of work across the four-semester course of study, which are based on one or more elective/s and related building and construction tasks.

### **ASSESSMENT**

Students will undertake assessment using such techniques as Projects, Practical demonstrations and Examinations.

Generally, continual assessment will occur each semester during normal class time for both theory and practical. Student level of achievement is derived from three criteria:

- Knowledge and Understanding
- Analysing and Applying
- Producing and Evaluating

To attain a sound result, students are required to attain a satisfactory level of skill/ability in each of the assessment criteria levels.

### **WORKLOAD**

Students may be required to complete theory/assignment related work beyond class time.

### **SPECIAL EQUIPMENT or EXPENSES**

Students are required to bring a HB pencil to all classes and wear footwear that provides adequate protection (*fully enclosed leather or solid vinyl. No woven fabrics*) at all times in the workshop.

### **PROJECT COSTING**

Material levy for this subject in Year 11 will be \$40.00.

### **CONTACT STAFF**

Shane Taylor, Phillip Solomon, John Faulkner

## **ENGINEERING SKILLS**

**Subject Code: ESK**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4**

**QCAA Subject Code: 6417**

### **NECESSARY ENTRY REQUIREMENTS**

- Students who have studied Junior Engineering will have an advantage
- Students must accept the set standards of conduct necessary in a workshop situation

### **AIM**

Engineering Skills is an education program that offers students the opportunity to undertake a range of tasks within the context of the various sectors of the engineering industry. Subject delivery is ideally suited to project-based activities, and related theory is linked together in the context of projects that reflect workplace practices.

The subject Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominately metal products in the engineering manufacturing industry. By studying this subject students' enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

### **COURSE OUTLINE**

A course of study for Engineering Skills includes:

- the core — concepts and ideas within 'Industry practices' and 'Production processes' — integrated with electives across Semesters 1 and 2, and further developed in Semesters 3 and 4
- electives –at least two other electives (sheet metal working, welding and fabrication, fitting and machining) included in Year 11 and revisited and further developed in Year 12
- four to eight units of work across the four-semester course of study, which are based on one or more elective/s and related manufacturing tasks.

### **ASSESSMENT**

Students will undertake assessment using such techniques as Projects, Practical demonstrations and Examinations.

Generally, continual assessment will occur each semester during normal class time for both theory and practical. Student level of achievement is derived from three criteria:

- Knowledge and Understanding
- Analysing and Applying
- Producing and Evaluating

To attain a sound result, students are required to attain a satisfactory level of skill/ability in each of the assessment criteria levels.

### **WORKLOAD**

Students may be required to complete theory/assignment related work beyond class time.

### **SPECIAL EQUIPMENT or EXPENSES**

Students are required to bring a HB pencil to all classes and wear footwear that provides adequate protection (fully enclosed leather or solid vinyl. No woven fabrics) at all times in the workshop. Overalls or long sleeve work shirt and trousers are required for welding.

Students need to purchase a Safety Kit from the school for Engineering for the cost of \$82. Welding kit comes in a sturdy zipped carry bag providing students with a personal Welding Helmet, Safety Glasses, Oxy Welding Glasses/goggles, Welding Gloves and Ear Muffs. Students may wish to provide their own equipment. Safety Glasses and Ear Muffs will also be suitable for use in Building Construction and Furnishing.

Welding kits will be suitable for the two year course provided the gear is kept in good repair.

### **PROJECT COSTING**

Material levy for this subject in Year 11 will be \$40.00.

### **CONTACT STAFF**

John Faulkner



## **FURNISHING SKILLS**

**Subject Code: FSK**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4**

**QCAA Subject Code: 6418**

### **NECESSARY ENTRY REQUIREMENTS**

- Students who have studied Junior Furnishing will have an advantage
- Students must accept the set standards of conduct necessary in a workshop situation

### **AIM**

Furnishing Skills is an education program that offers students the opportunity to undertake a range of tasks within the context of the various sectors of the furnishing industry. Subject delivery is ideally suited to project-based activities, and related theory is linked together in the context of projects that reflect workplace practices.

The subject Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture quality aesthetic products in the furnishing industry, encompassing a wide range of fields including soft furnishing, commercial and household furniture making, cabinet making and upholstering. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. By studying this subject students' enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

### **COURSE OUTLINE**

A course of study for Furnishing Skills includes:

- the core — concepts and ideas within 'Industry practices' and 'Production processes' — integrated with electives across Semesters 1 and 2, and further developed in Semesters 3 and 4
- electives – Furniture making and at least two other electives (cabinet making, furniture finishing, glazing and framing, upholstery) included in Year 11 and revisited and further developed in Year 12
- four to eight units of work across the four-semester course of study, which are based on one or more elective/s and related manufacturing tasks.

### **ASSESSMENT**

Students will undertake assessment using such techniques as Projects, Practical demonstrations and Examinations.

Generally, continual assessment will occur each semester during normal class time for both theory and practical. Student level of achievement is derived from three criteria:

- Knowledge and Understanding
- Analysing and Applying
- Producing and Evaluating

To attain a sound result, students are required to attain a satisfactory level of skill/ability in each of the assessment criteria levels.

### **WORKLOAD**

Students may be required to complete theory/assignment related work beyond class time.

### **SPECIAL EQUIPMENT or EXPENSES**

Students are required to bring a HB pencil to all classes and wear footwear that provides adequate protection (*fully enclosed leather or solid vinyl. No woven fabrics*) at all times in the workshop.

### **PROJECT COSTING**

Material levy for this subject in Year 11 will be \$40.00.

### **CONTACT STAFF**

John Faulkner, Phillip Solomon, Shane Taylor

## **PREVOCATIONAL MATHEMATICS**

**Subject Code: PVM**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4 + numeracy component**

**QCAA Subject Code: 6140**

### **NECESSARY ENTRY REQUIREMENTS**

- Designed for students who have previously experienced difficulty with school mathematics or for students who do not require an OP mathematics subject for University studies.

### **AIM**

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics.

It is designed specifically to help students overcome any past difficulties or negative attitudes towards mathematics, so that they can efficiently and critically make informed mathematical decisions in their workplace and everyday life.

### **COURSE OUTLINE**

Semester 1: Number, Maths in hospitals, Earning money and paying tax, Cars

Semester 2: Orienteering, Mobile phones (data), Statistics

Semester 3: Planning on leaving home, Buying a first home, Building a new home, Investing money.

Semester 4: Travelling Overseas, Renovating a house, Planning an event.

### **ASSESSMENT**

Each semester, the assessment will include in-class tests and a variety of assignments. Assessment can be individual or group based and often will require internet research, the use of spreadsheets or PowerPoint.

### **WORKLOAD**

Most assessment, including assignment work, will be conducted in class time.

### **SPECIAL EQUIPMENT or EXPENSES**

Students require a scientific calculator.

Orienteering Excursion (Year 11) – Approximately \$10.

### **FUTURE PATHWAYS**

This level of mathematics is designed to improve a student's level of numeracy to assist them in pursuing a range of vocational and personal goals. Students should read the **QTAC GUIDE- TERTIARY COURSES** for undergraduate course descriptions and career opportunities.

### **CONTACT STAFF**

Aidan Richters

## RECREATION STUDIES

**Subject Code: RST**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4**

**QCAA Subject Code: 6407**

### NECESSARY ENTRY REQUIREMENTS

- A willingness to be involved in a range of sporting activities

### AIM

The benefits of physical recreation, both to the individual and also to our society, have become increasingly obvious. There is a need for people to act in ways that will result in a healthier community. The benefits of this will both be personal and social. This study area encourages students to appreciate and value their involvement in recreation activities and to continue their participation in personal, employment and community activities in their adult life. Throughout the program of study students examine issues related to the study area core. These are: the effects of recreation on individuals and on communities; the role of physical activity in maintaining good health; strategies to promote safety; and the personal and interpersonal skills needed to achieve goals.

### COURSE OUTLINE

Students study a theoretical units:

Semester 1: Training Programs, Aquathon, Volleyball

Semester 2: Hiking and Camping, Sports Coaching

Semester 3: Snorkelling, Coaching & Minor Games

Semester 4: Orienteering and Indoor Hockey

Practical units covered include volleyball, AFL, touch football, recreational pursuits, biathlon, snorkelling, futsal and European handball.

### ASSESSMENT

Assessment methods include –written, oral, and performance.

Students will be asked to demonstrate their ability to Acquire, Apply, and Evaluate their understanding and knowledge to each unit studied.

Students **must demonstrate physical performance** for each unit studied.

Not all units will have written assessment items.

### WORKLOAD

Since this course is predominantly a practical based subject, students will be expected to make their commitment to their studies while at school. Some home study will be required to complete the theory component of the course.

### SPECIAL EQUIPMENT or EXPENSES

Yr 11: 3 day camping and bushwalking excursion. Approximate cost \$80

Yr 11: Purchase of snorkelling equipment. Approximate cost \$50.

Yr 12: Orienteering excursion. Approximate cost \$7.

Yr 12: Snorkelling day trip to Moreton Island (assessable). Approximate cost \$125

### FUTURE PATHWAYS

This course of study would be desirable to students undertaking TAFE courses associated with sport, sport management, recreational studies or the health and fitness industry.

### CONTACT STAFF

Michael Bozhoff, Dom Dalais

## VISUAL ARTS IN PRACTICE

**Subject Code: VAP**

**QCAA Category: Authority Registered Subject**

**QCE Credit Points: 4**

**QCAA Subject Code: 6415**

### NECESSARY ENTRY REQUIREMENTS

- Students need to value and have an interest in art and be willing to work productively in a group.

### AIM

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. A focus of this subject is students engaging in art making processes and making virtual or physical visual artworks for a purpose in two to four of the following areas, 2D, 3D, Digital and 4D, Design, Craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be in response to a particular purpose for a particular audience. While the aesthetic conveyed will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are informed by these aesthetic considerations when creating communications and artworks.

### COURSE OUTLINE

A course of study for Visual Arts in Practice includes:

- core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts', and 'Artwork realisation' — and their associated concepts and ideas integrated in units of work across Semesters 1 and 2, and further developed in Semesters 3 and 4
- electives — exploration of between two to four electives (2D, 3D, Digital and 4D, Design, Craft), where each elective chosen in Semesters 1 and 2 is further developed in Semesters 3 and 4
- units — two to four units of work in each year of the course; developed for a purpose in an area of study, where the purpose provides the reason for the art making process and the resulting art work/s.

### ASSESSMENT

Students will undertake assessment using such techniques as Projects, Practical demonstrations and Examinations.

Generally, continual assessment will occur each semester during normal class time for both theory and practical. Student level of achievement is derived from three criteria:

- Knowing and Understanding
- Applying and Analysing
- Creating and Evaluating

To attain a sound result, students are required to attain a satisfactory level of skill/ability in each of the assessment criteria levels.

### WORKLOAD

Practical work and theory-based investigations need to be worked on as homework. The time varies according to the current assignment.

### SPECIAL EQUIPMENT or EXPENSES

Students enrolling in Visual Arts in Practice will be expected to abide by the current workplace health and safety regulations and will need to consider work experience within the industry. Required Equipment:

A3 Visual diary                      Basic colour media for home use                      2B, 4B pencils  
Black line tip felt pen                      Eraser, ruler, sharpener

Students are offered the opportunity to attend several excursions including workshops with specialists and Art Exhibitions. The costs of these vary and are usually between \$10 and \$25. Students must wear footwear that complies with workplace health and safety requirements at all times.

### FUTURE PATHWAYS

Future Pathways include Art and associated industries as well as leisure pursuits and assorted cottage and craft industries.

### CONTACT STAFF

Stephanie Wernick, Symantha McSweeney

## **STAND ALONE VET (non OP)**

### **TOURISM**

### **Certificate II in Tourism SIT20116**

**Subject Code: VTO**

**QCAA Category: VET**

**QCE Credit Points: 4 on successful completion**

#### **RECOMMENDED ENTRY REQUIREMENTS**

- Students need to be aware that the course will involve written and oral assessment
- Be aware that the ability to feel comfortable in dealing with the public is an advantage

#### **AIM**

- Provide skills for those interested in tourism or hospitality type work.
- To develop confidence in a range of tourism contexts.
- Appreciate the contribution of tourism studies to personal and professional development and life-long learning.
- Appreciate cultural sensitivities as they relate to the tourism industry.
- Appreciate the need for effective communication within the work environment.
- Develop a responsible attitude towards the safety, health and well-being of others in the work environment

#### **COURSE OUTLINE**

Semester 1: Source and use information on the Tourism and Travel Industry, Provide advice on Australian Destinations

Semester 2: Interact with Customers, Communicate in the Workplace, Participate in Safe Work Practices

Semester 3: Show Social and Cultural Sensitivity, Provide Visitor Information, Responsible Service of Alcohol

Semester 4: Provide advice on International Destinations, Access & Interpret Product Information, Sell Products & Services, Provide Responsible Gambling Service

#### **Core Units**

SITTIND001 Source and use information on the tourism and travel industry

SITXCCS003 Interact with customers

SITXWHS001 Participate in safe work practices

SITXCOM002 Show social and cultural sensitivity

#### **Elective Units**

SITHGAM001 Provide responsible gambling services

BSBCMM201 Communicate in the workplace

BSBSUS201 Participate in environmentally sustainable work practices

BSBITU201 Produce simple word processed documents

SITCXOMM001 Source and present information

SIRXSLS001 Sell to the retailer

SITTTSL002 Access and interpret product information

SITXCCS002 Provide visitor information

SITHFAB002 Provide responsible service of alcohol

\*\* Note: In the event that all units of competency are not completed, a nationally recognised Statement of Attainment will be issued, detailing in which units of competency the student has been deemed competent.

#### **ASSESSMENT**

- Competency based and may rely on both written and oral forms of assessment - including role plays, demonstrations, short response tests, orals, reports, folios etc.
- Students who fail to reach competency on their first attempt, are allowed to be reassessed a number of times to try and achieve competency.
- Where a student can satisfactorily demonstrate prior learning in a particular learning outcome, they may apply for recognition of prior learning (RPL).

**WORKLOAD** Students will be required to devote approximately 30 minutes per night to assignment and revision work. Students should also note the high level of commitment needed to complete units of competency in this subject.

#### **SPECIAL EQUIPMENT or EXPENSES**

Excursions to tourist venues or other tourism related workplaces. Costs vary, but at least 1 trip per year to a theme park or alternative venue at approximately \$48.00. Responsible Service of Alcohol in Semester 3 and Responsible Gambling Service in Semester 4. Approximate cost \$40 per course.

#### **FUTURE PATHWAYS**

The Certificate II is recognized by TAFE and other training institutions. This may lead to a career in Tourism, Hospitality, Hotel Management, Retail, Travel etc

#### **CONTACT STAFF**

Matt Freshwater, Chris White, Laura Stevenson

## **HOSPITALITY**

### **Certificate II in Hospitality SIT20316**

**Subject Code: VHS**

**QCAA Category: VET**

**QCE Credit Points: 4 on successful completion**

#### **RECOMMENDED ENTRY REQUIREMENTS**

- C standard or better in Year 10 English
- Interest in all aspects of food preparation, presentation and development.
- Good work ethic and a positive attitude

#### **AIM**

This subject represents Strand B of the Hospitality Practices course. It is a two-year course of study, comprising a core study area and school-based practical topics. The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. The subject provides an understanding of the role of the hospitality and catering industry.

#### **COURSE OUTLINE**

Semester 1: Introduction to study area core, Communication & Cultural Awareness. Food Studies: knife skills, baking, salad making and fruit preparation techniques. Restaurant excursion and function planning.

Semester 2: Food preparation and menu planning. Fish, poultry and meat cookery. Soups, rice and pasta making.

Semester 3: Study area core competencies, cultural awareness and workplace health, hygiene and safety. Planning a function. Restaurant excursion and catering for special diets. Egg and dairy products. Biscuit and pastries. Practical function.

Semester 4: Food preparation. Tortes and gateaux, advanced cake making techniques, table setting and food service styles. Catering for a function, beverage and coffee making.

#### **Core Units**

SITHIND002 Source and use information on the hospitality industry

BSBWOR203 Work effectively with others

SITXCOM002 Show social and cultural sensitivity

SITXWHS001 Participate in safe work practices

SITHIND003 Use hospitality skills effectively

SITXCCS003 Interact with customers

#### **Elective Units**

SITXFSA001 Use hygienic practices for food safety\*

SITHCCC002 Prepare and present simple dishes

SITHCCC003 Prepare and present sandwiches

SITHCCC006 Prepare and present appetisers and salads

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB002 Provide responsible service of alcohol

\*Note: Whilst SITXFSA001 is not a core unit, it is a prerequisite for competency of unit codes SITHCCC002, SITHFAB004, SITHCCC003 and SITHFAB005.

\*\* Note: In the event that all units of competency are not completed, a nationally recognised Statement of Attainment will be issued, detailing in which units of competency the student has been deemed competent.

#### **ASSESSMENT**

- Competency based and may rely on both written and oral forms of assessment - including Short written response, demonstrations, objectives/short answer tests, orals, reports, folios etc.
- Students who fail to reach competency on their first attempt, are allowed to be reassessed
- Where a student can satisfactorily demonstrate prior learning in a particular learning outcome, they may apply for recognized prior learning

#### **WORKLOAD**

Approximately (1) one hour per week beyond class time for related theory and project preparation.

#### **SPECIAL EQUIPMENT or EXPENSES**

Students will need a catering uniform for function work. This consists of black trousers, black leather shoes, black socks. This must comply with industry standards. An embroidered black polo shirt is supplied as uniform to students for functions. The practical nature of this course will require students to supply their own ingredients on occasions.

#### **FUTURE PATHWAYS**

Provides the student with insight and the entry level requirements within the hospitality industry to become a caterer, chef, kitchen hand, baker, confectioner, butcher, cake decorator, cookery demonstrator, cook, hospital catering officer, food and beverage waiting staff.

#### **CONTACT STAFF**

Lisa Humphrey, Matt Freshwater

