Springwood State High School

Subject Selection Handbook

Year 11 2016
Welcome to Springwood State High School’s

Year 10 into 11
Subject Selection Evening

Wednesday, 29th July 2015
- 7pm in the MPS.

1. Information session led by the Senior School Team – Principal, Deputy Principal, HOD Senior Schooling and Guidance Officer.

2. View the subject displays, discuss subject offerings and prerequisites with teachers and HODs.

3. Use the time before your SET Plan interview to talk with subject teachers and HODs, the HOD SS and Guidance Officers to decide which subjects you are best suited to.

4. Complete your SET Plan and subject selection preferences online through your BLAST class. Submit a hard copy to the Office.

5. Participate in your SET Plan interview with your parent/guardian and member of school staff.

6. If there are any difficulties with your subject selections, the DP, HOD SS and/or Guidance Officers will discuss this with yourself and provide information to your parent/guardian.
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Principal’s Welcome

The decisions you are about to make will underpin your future career and must therefore be made based on all the information available and with due regard to the advice provided through the Senior Education and Training (SET) Plan process that each Year 10 student will engage in.

Each student will make an important and very personal choice about the learning pathway they will follow throughout Years 11 and 12. The pathway each student chooses will be based upon their individual goals and abilities.

Students will pursue either a tertiary (university) pathway or a vocational pathway which will lead to TAFE, apprenticeships/traineeships, employment, and which may potentially also lead to university study. All students – on both tertiary and vocational pathways – will work towards attainment of the Queensland Certificate of Education (QCE) by the end of Year 12. The QCE is a qualification that is in high demand and is recognised nationally by employers and training institutions.

But what does all this have to do with you and where does Springwood State High School come into your consideration?

In essence you need to develop very clear and realistic goals for your senior years and then you must be prepared to work towards those goals. The diverse and unique learning programs on offer to post-compulsory students at Springwood State High School will then allow you to pursue an education pathway that best suits your needs and aspirations.

We take post-compulsory education very seriously and as such each student will engage in a SET Plan interview with a member of senior staff to formalise their pathway. At this time students will be asked to reaffirm their undertaking to uphold, support and model the Code of Behaviour and the Dress Code, as students in the senior years are expected to work with staff in a focused, mature and responsible way.

Our values of ‘Respect’, ‘Cooperation’ and ‘Industry’ underscore this relationship and the development of a harmonious school climate that is conducive to student support and achievement.

Please take the subject selection process seriously, choose wisely and you will establish a pathway that will pave the way for a successful transition to your next phase of life.

Julie-Ann McCullough
Principal
Welcome to the Senior Phase of Learning

This booklet has been developed to assist students and their parents in making informed choices about senior subjects by providing general information about the Senior Phase of Learning, as well as subject descriptors and prerequisites for study in Years 11 and 12.

At Springwood State High School, our Senior School vision is ‘to provide support to achieve excellence in a pathway for each student’. Our holistic vision is, ‘the highest expectations’. Students’ are able to pursue a rigorous tertiary pathway to prepare them directly for university studies. Alternatively, students are able to pursue a vocational pathway which may lead to further study at TAFE, an apprenticeship/traineeship or direct entry to the workforce. Students who complete a TAFE Diploma course of study can often continue on to further training at a university level.

Springwood State High School offers many unique learning programs for students, including Excellence programs in the Performing Arts, Aerospace and the sporting arena. Students are encouraged to explore the pathways available to them to ensure that they obtain the knowledge and skills required to achieve their goals.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with classroom teachers and Heads of Department to ensure they are setting realistic and achievable goals for their Senior Years.

How do I select a course of study for Years 11 & 12?

This Subject Selection booklet provides you with essential information to help you choose the most appropriate subjects for Years 11 and 12. It includes:

- Flowcharts outlining related ‘courses’ of study. These have been provided to help you examine suggested pathways of subjects from Years 10 to 12. The flowcharts do not show all possible pathways but provide a general starting point for students to use.
- An overview for each subject available for study in Years 11 and 12. This provides you with detailed information about the topics studied in each subject, as well as the key learning skills required to achieve success in each subject. These pages also provide information about the assessment methods for each subject, and the contribution these subjects will make towards an OP and/or the QCE.

Students should review their report cards and the subject they enjoyed in Years 8 to 10 within each faculty area. After reading the subject descriptors contained in this booklet, students will be able to form an idea of which subjects they would be interest in studying.

Students and parents should then discuss these subjects with the teachers and Heads of Department to ensure they have a full understanding of the subject, its demands and the pathways it will lead to after Year 12.
What does it mean to be ‘earning or learning’?

The Queensland Government’s Education and Training Reforms require that young people engage in ‘earning or learning’.

Under the Youth Participation in Education and Training Act 2003, students must stay at school until they finish Year 10 or turn 16, whichever comes first. After that time, young people must either –

- Stay in education or training for two more years, or
- Attain a Queensland Certificate of Education (QCE), or
- Attain a Certificate III vocational qualification or higher, or
- Participate in paid employment for a minimum of 25 hours per week, or
- Turn 17, whichever comes first.

At Springwood State High School, we offer a wide range of learning experiences for students so that, if our students choose to stay in education and training with the goal of attaining a QCE, they can access subjects which provide meaningful pathways for success in future university or TAFE training, apprenticeships/traineeships, or paid work.

What is the Senior Education Profile (SEP)?

At the completion of Year 12 students will be eligible for some or all of the following certificates. The combination of these certificates is referred to as the Student Education Profile.

SENIOR STATEMENT
This statement is issued by the Queensland Curriculum & Assessment Authority (QCAA) to ALL students who complete Year 12.
The Senior Statement records three pieces of information:
- the subjects studied, the number of semester units completed and a single Level of Achievement per subject,
- the successful completion of vocational education units of competency included in subjects where appropriate,
- the individual student result on the Queensland Core Skills Test (QCS Test).

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)
This certificate is issued by the QCAA. It confirms a significant amount of learning at a set standard which meets literacy and numeracy requirements. The QCE is earned – students must meet set requirements in order to be issued with this qualification at the end of Year 12.

The QCE requires students to pass (achieve a sound level of achievement (‘C’) or higher) their subjects and complete units of competency successfully in order to build up to 20 credit points. Students must achieve a pass in their English and Mathematics subject to demonstrate the literacy and numeracy requirement.

This makes subject selection vital. In order to be awarded their Senior Certificate, students must choose subjects they will be able to pass. Further details about the Queensland Certificate of Education are available on the QCAA website http://www.qcaa.qld.edu.au/

More information regarding the QCE is provided overleaf.
To gain a **QCE** students need an **AMOUNT** of **LEARNING** 20 credits at a **SET STANDARD** Sound Achievement, Pass or equivalent in a **SET PATTERN** at least 12 credits from completed Core courses of study + an additional 8 credits from a combination of any courses of study + meet literacy and numeracy requirements.

**Working towards a QCE**

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 if they leave school.
- Learning options are grouped into four categories. (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

**About the QCE**

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

**How the QCE works**

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

**Planning a QCE pathway**

**Learning options and credit values**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE courses: usually undertaken by students in the senior phase of learning.</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (1 semester)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>Certificate II</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based trainships)</td>
<td>Certificate III &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
</tbody>
</table>

**PREPARATORY courses: generally used as stepping stones to further study**

<table>
<thead>
<tr>
<th>PREPARATORY courses</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate I qualifications</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET Act 2000</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course</td>
</tr>
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**ENRICHMENT courses: add value or complement Core courses of study**

<table>
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<th>ENRICHMENT courses</th>
<th>CREDIT</th>
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<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development — A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
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**ADVANCED courses: go beyond senior secondary schooling**

<table>
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<th>ADVANCED courses</th>
<th>CREDIT</th>
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<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One-semester subject</td>
<td>Up to 8 credits (1 credit per competence)</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td></td>
</tr>
<tr>
<td>Units of Competency contributing to VET diploma or advanced diploma while enrolled at a school</td>
<td></td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
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**Literacy and numeracy requirements**

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a C for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of 3928QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 3928QLD Certificate I in Core Skills for Employment and Training — Numeracy.
TERTIARY ENTRANCE STATEMENT
This statement is issued to students ELIGIBLE for an Overall Position (OP) and Field Positions (FP).

The Tertiary Entrance Statement records two pieces of information:
- the Overall Position (OP), ranked 1 to 25.
- the Field Position (FP) in one to five Fields, ranked 1-10.

UNIVERSITY/TERTIARY ENTRANCE
Students apply through the Queensland Tertiary Admissions Centre (QTAC) for a place at a tertiary institution. QTAC decides upon eligibility and offers a student a place based on the student’s preferences. A student’s OP or Selection Rank is used to determine eligibility.

OVERALL POSITIONS (OPs)
Students who are considering university study after Year 12 will pursue a tertiary pathway. They need to make sure that they are eligible for an Overall Position (OP).

To be eligible for an Overall Position (OP), students must -
- study at least 20 semester units of Authority (OP) subjects,
- study at least three Authority subjects for all four semesters of Year 11 and 12,
- sit the Queensland Core Skills (QCS Test).

Both an OP and a Selection Rank are considered in determining acceptance into a tertiary course in Queensland. Sitting the QCS test can only improve a student’s Selection Rank. Tertiary pathway students must also check the QTAC Guide carefully to ensure they study the subjects specified by universities as prerequisites for entry into particular courses. Students are encouraged to speak to the Guidance Officer, or HOD Senior Schooling, for more information.

STATEMENT OF ATTAINMENT
These statements are issued through TAFE or the school periodically on the successful completion of vocational educational units of competency.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)
This certificate is an alternative to the QCE. This certificate recognises the achievements of students who undertake individualised learning programs through the school’s Individual Learning Centre.

CERTIFICATE I, II AND III
These certificates are issued through either QCAA (the school) or TAFE/private training organisations. Students must complete of all the relevant Vocational Education (VET) units of competency in order to be awarded the each certificate. VET certificates are nationally recognised qualifications.

SCHOOL REFERENCE
A school reference is available to all students at the end of Year 12. It provides a statement relating to personal qualities, attitude, interpersonal relationships with peers and staff, participation in and contribution towards school activities.
SENIOR EDUCATION AND TRAINING PLAN (SETP)
As part of the Education and Training Reforms for the Future (ETRF), Education Queensland requires that all students in Year 10 develop a SET Plan. This is a personal learning plan which each student completes to map out their learning and training goals for Year 11 and 12.

At Springwood State High School, all students in Year 10 will be involved in developing a SET Plan through their weekly BLAST class. This program focuses students on exploring the various study, career and employment options available to them in the coming years.

The Senior Education and Training Plan (SETP) is used to guide each student’s choice of subjects and their transition from school to either further study or employment. All students must attend a SET Plan interview with their parent/guardian and a member of school administration. At this meeting, the suitability of each students’ learning plan will be reviewed and approval given for students’ subject selections.

Which pathway is right for me?

Students at Springwood State High School undertake either a tertiary or a vocational pathway in Years 11 and 12.

Students pursuing a tertiary pathway will seek direct entry into university at the conclusion of Year 12. Tertiary pathway students will choose Authority (OP) subjects, sit the Queensland Core Skills (QCS) Test and complete a QTAC application, nominating university course preferences.

Students pursuing a vocational pathway will pursue post-school options, including: TAFE or private training; an apprenticeship/traineeship; or employment. Vocational pathway students will choose Authority-Registered (non-OP) subjects and/or VET qualifications. Students pursuing a vocational pathway may seek university entrance through a selection rank, TAFE Diploma program and/or through adult entry.

Regardless of the pathway they choose, all Senior students at Springwood State High School are required to meet the high standards set for: attendance, behaviour, learning engagement and submission of assessment.
How do I know which subjects are right for me?

**ALL STUDENTS MUST SELECT SUBJECTS ACCORDING TO THEIR SET PLAN; THEIR GOALS FOR THE FUTURE AND CURRENT ACHIEVEMENT LEVELS.**

**ALL STUDENTS MUST BE ELIGIBLE FOR A QCE AND EITHER AN OP OR A VET CERTIFICATE OUTCOME.**

At Springwood State High School we understand how crucial it is for each student to make the best decisions in selecting senior subjects. Students should choose subjects:

- that they enjoy,
- in which they have shown ability or aptitude,
- in which they have experienced success with,
- which will develop skills, knowledge and attitudes useful throughout their lives,
- optimise opportunities to reach their potential,
- are pre-requisites for tertiary or further studies.

**CHOOSING SENIOR SUBJECTS**

Students must choose six (6) subjects. It is important to choose senior subjects carefully as decisions may affect not only the types of careers that can be followed later, but also their success at school and their feelings about school. Even though there are many factors to consider, choosing a course of study can be made easier if the student goes about the task calmly, logically and thoroughly.

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<th>VET Technical Pathway</th>
<th>Tertiary Pathway</th>
<th>Qld Certificate of Individual Achievement QCIA (special entry only)</th>
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<tr>
<td><strong>CHOOSING SENIOR SUBJECTS</strong> (Please note: whichever pathway students select, they must choose 1 English and 1 Maths subject)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must select six (6) subjects:</td>
<td>Students must select (6) subjects</td>
<td>Student courses under this pathway will be constructed as part of the Education Adjustment program in consultation with the Individual Learning Centre.</td>
</tr>
<tr>
<td>- English or English Communication.</td>
<td>- English - OP (pre-requisite for University Courses.</td>
<td></td>
</tr>
<tr>
<td>- Maths A or above or Prevocational Maths.</td>
<td>- Maths A or Maths B.</td>
<td></td>
</tr>
<tr>
<td>- Plus four (4) other subjects.</td>
<td>- Plus four (4) other OP subjects (Authority).</td>
<td></td>
</tr>
<tr>
<td>- Students may apply for a Study line in Year 11 if they are including a TAFE qualification or a SAT as part of their pathway. This must be approved by the Principal/HOD Senior Schooling and will only be approved once students have begun the external course.</td>
<td>- Students may elect to study three (3) OP subjects and one (1) Authority-Registered or VET subject. This must have approval from the HOD Senior Schooling/Guidance Officer.</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES TO ASSIST STUDENTS

1. Relate subjects to current career information

It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The following resources are available and give information on subjects and courses needed for careers:
- the book Queensland Job Guide is supplied to all Year 10 students and is available online at www.jobguide.dest.gov.au,
- QCAA’s Student Connect website at https://studentconnect.qcaa.qld.edu.au/,
- the Queensland Tertiary Admission Centre (QTAC) Booklet – for careers requiring study at Universities or other institutions, of higher education,
- TAFE website: www.TAFEinfo.net and www.msit.tafe.qld.gov.au,
- www.myfuture.edu.au,

Note: by checking this information you will become aware of the distinction between:
- Prerequisite subjects (subjects which must be taken for future courses or careers),
- Recommended subjects (not essential, but which are likely to make future courses easier to follow),
- Useful subjects (not essential, but give a general background or help develop particular skills),
- Assumed (if you don’t know the material, you will most likely need to do a ‘bridging course’ before you start the university course, or take the equivalent course during your time at university).

2. Find out about the full list of subjects available

Find out about each subject fully. To do this, it will be necessary to:
- talk to teachers and the Heads of Department for each subject,
- look at books and materials to be used in the subject,
- listen carefully to subject selections talks from Heads of Department,

3. Make a decision about a combination of subjects that suit your requirements and abilities

- do not select certain subjects simply because someone has told you that they “help get you good results and give you a better chance of getting into university”,
- try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it when they studied it,
- your past results may suggest that some Authority subjects may be too difficult,
- do select a subject if you are interested in the content of a particular area,
- do select a subject if it relates to future employment, possible TAFE courses that you wish to pursue.

4. For students interested in tertiary study (University Course) or TAFE Diploma

If you are interested in tertiary study (for example, a university course), there are some additional points you will need to consider:
- To qualify for entry to most university courses, students will need to be eligible to receive an Overall Position (OP) at the completion of Year 12.
- Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:
  a. Select all prerequisite subjects for preferred course,
b. Check to ensure that you are eligible for tertiary entrance (e.g. have selected AT LEAST five (5) Authority subjects)

c. Seriously consider choosing six (6) Authority subjects as this maximises your chances to achieve the best OP possible.

d. Consider subjects in which you have both an interest and demonstrated ability.

e. Check to see if you will qualify for the Field Positions which may be used in the selection of final places in tertiary courses in which you are interested.

5. Be prepared to ask for help

Even after following these suggestions students or parents may be a little confused or uncertain about the combination of subjects to select. It is wise at this stage to check again with some of the many people around. Talk to teachers, Heads of Department, Guidance Officers, Deputy Principals and Principal. Don’t be afraid to seek our assistance – we are all prepared to help you.

What is the policy on changing subjects?

The selection of subjects for two years leading to the Queensland Certificate of Education at the end of Year 12 requires much careful thought. There are implications for the student and the school in the choices that are made. The procedure that we adopt at Springwood State High School provides a great deal of guidance to students and parents through:

1. Specialised lessons of career planning through BLAST (Year 10),
2. Teachers discussing senior subject selection,
3. Comprehensive subject selection book,
4. Subject selection evening,
5. Heads of Department speaking to Year 10 regarding careers at assemblies and/or in Pathways lessons,
6. Full time Guidance assistance,
7. Ready access to subject teachers and Heads of Departments.

The establishment of recommended minimum standards for entry into Authority subjects at the start of Year 11 is a further measure aimed at helping students find the right course for them, based on their demonstrated performance and our years of combined educational expertise.

Please note:

- As far as it is possible, all students’ choices will be facilitated provided the initial subject selection process (online) is completed accurately and on time.
- Changes to the original subject selection in Year 10 and 11 will be accepted prior to the start of the school year provided that they can be accommodated within the staffing and timetabling framework. Any such request must be in writing and signed by parent/guardian.
- Changes to subjects throughout the Senior years will only be effected in the first three weeks of each semester unless there are substantial reasons presented to do otherwise. Students are advised to review their performance at the end of each semester to seek advice prior to the start of the next semester.
- Any student wishing to request a subject change must complete the relevant form available from the Guidance Officer. The procedure listed on the form must be followed carefully.
• No changes to subjects will take place unless there are vacancies to accommodate such requests.
• Subject changes will only be made if:
  a. the integrity of the QCE is maintained,
  b. a student maintains an OP or a Certificate outcome.

To maintain eligibility for an OP or QCE, students must similarly maintain three subjects that never change.

What is a bonus rank and how can it help me gain entry into university?

Some universities offer a bonus rank for students who meet set criteria.

UNIVERSITY OF QUEENSLAND

The University of Queensland’s bonus rank scheme offers students completing Year 12 a chance to improve their rank to gain entry into their desired course of study.

Who is eligible?

Students applying through QTAC to UQ will be awarded bonus points* towards their entry rank as set out below:

• 2 points for passing a LOTE subject (Language Other Than English),
• 2 points for passing Mathematics C,
• 1 point for successful completion of a university level course at an Australian university.

The maximum bonus that any one student can access is 5 points, and the maximum LOTE bonus is 2 points per student, no matter how many languages are studied.

Things to note

• Bonus points are not OP scores; they are ranks. For example, if your OP is equivalent to a rank of 90 and you are eligible for 5 bonus points, you will get a rank of 90. In 2007, a rank of 90 equated to an OP of 6 and a rank of 95 equated to an OP 4.
• UQ does not apply bonus ranks for the purposes of determining academic merit for scholarships. This means that students who gain entry to university courses due to bonus ranks may not be as competitive for academic scholarships within that program.

How do I apply?

There is no additional application process for the UQ Bonus Rank Scheme. When students apply for entry to courses through QTAC, they must provide details of any tertiary study (university enrichment programs) and provide transcripts, as requested.

You can find out more from the Guidance Officer, or by contacting the UQ Admissions Team:

• Phone: (07) 3266 2203
• Email: admissionsenquiries@admin.uq.edu.au
GRiffith University
Griffith University provides bonus ranks for students who have completed rigorous academic studies in nominated subjects while at school. These students will have already demonstrated a high level of skill and knowledge, and will be prepared to achieve success in their tertiary studies.

OP eligible students who have completed studies in the subjects outlined below will be granted bonus admission ranks when applying to study at Griffith:
- 2 ranks for Maths C (or equivalent),
- 2 ranks for Languages Other Than English (LOTE),
- 1 rank for Griffith University Early Start to Tertiary Study program (GUESTS),
- 1 rank for recognised GUESTS equivalent program from other tertiary institutions (i.e. START QUT, UQ Enhanced Studies Program).

The maximum bonus that any one student can access in 5 bonus admission ranks.

What is a rank?
In order for QTAC and universities to compare applicants, they are assigned a rank based on previous study, education and experience. This allows for a range of applicants to gain entry to university – school leavers with OPs, school leavers without OPs, mature age, interstate or overseas applicants.

For OP eligible students, there is a rank equivalent. For example, in 2010 a rank of 92 was equivalent to an OP 5. With 4 bonus ranks, this rank of 96 would have been equivalent to an OP 3.

To find out more about ranks and OP equivalents, go to the QTAC website or talk to the Guidance Officer.

How do I apply?
There is no additional application process for the Griffith University Bonus Admission Scheme. When students apply for entry to courses through QTAC, they must provide details of any tertiary study (university enrichment programs) and provide transcripts, as requested.

Are there any exceptions?
Programs excluded from the Bonus Admission Scheme are: Bachelor of Medical Science and Bachelor of Oral Health in Dental Science.

Do I still need to meet course prerequisites if I access bonus ranks?
Even with bonus ranks applied, students must still meet any prerequisites to gain entry to preferred courses. These prerequisites include: subject prerequisites, interviews, portfolios or audition requirements.

You can find out more from the Guidance Officer, or by contacting the Griffith University Student Administration Team:
- Phone: 1800 677 728
- Web: www.griffith.edu.au/askus
Can I access TAFE courses while at school to kick-start my career?

Metropolitan South Institute of TAFE (MSIT), SkillsTech and Southbank Institute of TAFE (SBIT) offer a range of Certificate II, III, IV and Diploma courses to Year 11 and 12 students as part of a ‘Partnership with Schools’ Program.

In 2010, successful completion of a Certificate III gave a rank equivalent to 68 (equivalent to OP 15) and a Diploma gave a rank equivalent to 80 (equivalent to OP 10).

These programs provide a meaningful, alternative pathway to tertiary study for students who are not suited to study of Authority subjects while in Year 11 and 12.

To find out more about MSIT, SkillsTech and SBIT school-based programs, please see the HOD Senior Schooling or the Guidance Officer.

**METROPOLITAN SOUTH INSTITUTE OF TAFE (MSIT) and SKILLSTECH**

Metropolitan South Institute of TAFE and SkillsTech’s ‘Partnership With Schools’ (PWS) program allows students to complete a vocational (VET) qualification as part of their Senior Schooling. Students can complete full Certificate II or III qualifications which provide valuable skills and points towards the Queensland Certificate of Education (QCE).

Students completing an MSIT PWS program gain automatic entry into higher level MSIT Certificate/Diploma programs when they finish Year 12 and can then continue on to a direct articulated entry to University study.

Students can complete a Certificate qualification as part of the PWS program with free tuition if they are enrolled in a secondary school. Students only pay for materials and textbooks and a small administration fee. Students must remain enrolled and in attendance at school until the end of the program if they wish to receive free TAFE tuition.

Students who wish to enrol in an MSIT course must attend an information session at the TAFE campus – these will be held in early October and will be advertised through the school newsletter and daily notices.

**Application process:**

- Students complete a 2016 PWS Expression of Interest (EOI) form and New Student Personal Details form – students will need to complete these forms during their SETP interview.
- The school submits a list of EOI students to TAFE and students are required to complete an online application via the TAFE website.
- Offers will be processed from October – TAFE courses will have associated fees. Students must pay their TAFE fees in order to have their enrolment confirmed.
- TAFE will confirm places to schools from late October.
- Programs are number dependant:
  - courses will only go ahead if TAFE have enough students enrolled in the course.
  - you must register and pay your fees as soon as possible to ensure you do not miss out on a place in the course.
- Some program areas will require students to participate in an interview.
- An enrolment offer kit will be emailed to successful students by the TAFE.
- **You are responsible for contacting TAFE to accept the offer and make payment. Failure to do this within the set timeframe will result in you losing the place in the course.**
- An orientation session will be held for students in late January/early February – students must attend this session.
- On-campus programs commence in early February 2016.

Please note:
- Students must attend all TAFE classes to ensure a successful outcome.
- Written parental permission with reason must be submitted for a student to leave class early.
- All absentees are reported weekly to schools and students with repeated incidents of unexplained absence will be removed from the program.
- Program information provided overleaf is from a past MSIT PWS handbook – the 2015 handbook had not been published by the time this Subject Selection Handbook was finalised. Updated information will be provided to students asap.

Types of courses offered through Metropolitan South Institute of TAFE (MSIT): 2016 offerings TBC
- Certificate III in Aged Care Work
- Certificate II in Applied Fashion
- Certificate III in Business
- Certificate III in Children’s’ Services
- Certificate III in Design Fundamentals (Graphic Arts)
- Certificate III in Design Fundamentals (Digital Photo Imaging)
- Certificate III in Events
- Certificate II in Hairdressing
- Certificate II in Horticulture (Landscape Design)
- Certificate II in Hospitality (Front of House)
- Certificate II in Hospitality (Back of House)
- Certificate III in Information, Digital Media and Technology
- Certificate III in Live Production, Theatre and Events
- Certificate III in Media (Animation and Motion Capture)
- Certificate III in Media (Screen and Media Production)
- Certificate III in Music
- Certificate III in Performing Arts
- Certificate II in Retail
- Certificate III in Tourism
- Certificate II in Transport and Logistics
- Certificate III in Visual Arts and Contemporary Craft

Types of courses offered through SkillsTech: 2016 offerings TBC
- Certificate II in Automotive Vocational Preparation (Light Vehicle)
- Certificate II in Automotive Vocational Preparation (Heavy Commercial Vehicle)
- Certificate I in Construction
- Certificate II in Construction (Tiling/Stonemasonry)
- Certificate II in Construction (Painting/Plastering)
- Certificate II in Engineering Pathways
- Certificate II in Furniture Making
- Certificate II in Electrotechnology (Career Start – Electrical)
- Certificate I in Plumbing Services
SOUTHBANK INSTITUTE OF TAFE (SBIT)

In 2015, Southbank Institute of Technology (SBIT) will offer units within selected Diploma programs to school students in Years 11 and 12. This program is known as STEP - Southbank Tertiary Entrance Program.

Students:
- will be offered an on-campus experience, integrating with current SBIT students,
- will have the opportunity to complete the entire Diploma program post senior school, with a confirmed entry into the Diploma they have been studying.

Benefits:
Upon completion of Year 12, STEP students will be offered a confirmed entry with credit towards the Diploma they have been studying at school. STEP students will therefore know in Year 11 they have a guaranteed place at SBIT, post senior schooling and have the ability to bypass the QTAC process at the end of Year 12.

Since STEP forms part of a student’s high school curriculum, students will be accumulating credit towards their Queensland Certificate of Education (QCE) as well as undertaking a Diploma qualification.

STEP offers students a more affordable option; students pay no tuition fees, only material fees. If a STEP student transitions to university after completing their Diploma of choice it is likely to diminish their HECS fees due to reduced time at university.

Students will graduate with both a Diploma and university qualification in near to the equivalent time it takes to complete a university award. The majority of these Diplomas will provide pathways to university programs.

Types of courses offered through Southbank Institute of TAFE (SBIT): 2016 offerings TBC

<table>
<thead>
<tr>
<th>Courses at Southbank Institute</th>
<th>Pathways to University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma Interior Technology</td>
<td>Bachelor Design (Interior Design): Griffith</td>
</tr>
<tr>
<td>Diploma Nursing Care</td>
<td>Bachelor Nursing: QUT, ACU, USC</td>
</tr>
<tr>
<td>Diploma Laboratory Technology</td>
<td>Bachelor Applied Science: QUT</td>
</tr>
<tr>
<td></td>
<td>Bachelor Engineering Technology: Griffith</td>
</tr>
<tr>
<td></td>
<td>Bachelor Science or Coastal Studies: USC</td>
</tr>
<tr>
<td>Diploma Children’s Services</td>
<td>Bachelor Human Services: Griffith</td>
</tr>
<tr>
<td>Diploma Fitness</td>
<td>Under negotiation with QUT</td>
</tr>
<tr>
<td>Diploma Graphic Design</td>
<td>Bachelor Design: Griffith</td>
</tr>
<tr>
<td>Diploma Visual Arts</td>
<td>Bachelor Fine Arts: Griffith</td>
</tr>
<tr>
<td>Diploma Information Technology</td>
<td>Bachelor IT: Griffith, QUT</td>
</tr>
<tr>
<td></td>
<td>Bachelor Games and Interactive Entertainment and/or Bachelor Corporate Systems Management: QUT</td>
</tr>
<tr>
<td>Diploma Accounting</td>
<td>Bachelor Commerce (Accounting): Griffith</td>
</tr>
</tbody>
</table>
Related Courses of Study

Students interested in pursuing a career in the Aerospace field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

AEROSPACE COURSE

- AUTHORITY ENGLISH
- MATHS A or MATHS B
- AEROSPACE

plus, three electives chosen from...

- CHEMISTRY
- PHYSICS
- IPT
- GRAPHICS
- A BUSINESS SUBJECT
- AUTOMOTIVE STUDIES
Students interested in pursuing a career in the Arts field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

ARTS COURSE

**AUTHORITY ENGLISH**  and  **MATHS A or MATHS B**

plus, four electives chosen from...

- **MUSIC**
- **DRAMA**
- **VISUAL ART**
- **FILM, TELEVISION & NEW MEDIA**
Related Courses of Study

Students interested in pursuing a career in the Business field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**BUSINESS COURSE**

- **AUTHORITY ENGLISH**
- **and**
- **MATHS A or MATHS B**
- **plus, four electives chosen from...**
- **IPT**
- **LEGAL STUDIES**
- **BUSINESS COMMUNICATION & TECHNOLOGY (BCT)**
- **Certificate III Business**
- **ICT or BUSINESS STUDIES**
Students interested in pursuing a career in Design & Technology, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**DESIGN & TECHNOLOGY COURSE**

- **AUTHORITY ENGLISH**
- **and**
- **MATHS A or MATHS B**
- **plus, four electives chosen from…**
  - **GRAPHICS**
  - **IPT**
  - **MATHS C**
  - **VISUAL ART**
Students interested in pursuing a career in Early Childhood field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**EARLY CHILDHOOD**

- ENGLISH COMMUNICATION
- PREVOC. MATHS or MATHS A

plus, four electives chosen from...

- EARLY CHILDHOOD STUDIES
- VISUAL ART STUDIES
- BUSINESS STUDIES
- HOSPITALITY PRACTICES
- MUSIC STUDIES
- HEALTH EDUCATION
- DRAMA
Related Courses of Study

Students interested in pursuing a career in the Health field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

HEALTH

AUTHORITY ENGLISH  MATHS A or MATHS B  HEALTH

plus, three electives chosen from...

ANCIENT HISTORY  MODERN HISTORY

GEOGRAPHY  BIOLOGY

LEGAL STUDIES  PHYSICAL EDUCATION
Students interested in pursuing a career in the Humanities field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

HUMANITIES COURSE

AUTHORITY
ENGLISH

and

MATHS A or
MATHS B

plus, four electives chosen from...

ANCIENT
HISTORY

DRAMA

FILM, TELEVISION
& NEW MEDIA

GEOGRAPHY

HEALTH
EDUCATION

LEGAL
STUDIES

MODERN
HISTORY
Students interested in pursuing a career in the Information Technology field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**INFORMATION TECHNOLOGY COURSE**

- **AUTHORITY ENGLISH**
- **MATHS A or MATHS B**
- **IPT**

plus, three electives chosen from...

- **ICT**
- **FILM, TELEVISION & NEW MEDIA**
- **MATHS C**
- **PHYSICS**
- **A BUSINESS SUBJECT**
- **GRAPHICS**
Students interested in pursuing a career in the Physical Education field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**PHYSICAL EDUCATION COURSE**

- AUTHORITY
- ENGLISH
- MATHS A or MATHS B

plus, four electives chosen from...

- PHYSICAL EDUCATION
- BIOLOGY
- HEALTH
- CERT. III FITNESS
- RECREATION
Students interested in Pursuing a career in the Practical Trades, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**PRACTICAL TRADES COURSE**

- ENGLISH COMMUNICATION
- PREVOC. MATHS or MATHS A
- plus, four electives chosen from...
  - ENGINEERING
  - AUTOMOTIVE STUDIES
  - MANUFACTURING STUDIES
  - GRAPHICS
Related Courses of Study

Students interested in pursuing a career in the Science field, or who demonstrate high achievement and aptitude in this curriculum area may consider the related course of study below:

**SCIENCE COURSE**

**AUTHORITY ENGLISH**

and

**MATHS A or MATHS B**

plus, four electives chosen from...

- **AEROSPACE**
- **BIOLOGY**
- **CHEMISTRY**
- **GEOGRAPHY**
- **PHYSICS**
- **SCIENCE 21**
- **IPT**
- **MATHS C**
AUTHORITY (OP) SUBJECTS

For students pursuing direct entry to university at the completion of Year 12.
Accounting

Does this subject contribute toward an OP? ✓ YES (Authority)

How many points does this subject contribute towards the QCE? 4 points

What is Accounting?
Accounting is a broad-ranging course which not only provides a foundation in the discipline of Accounting but also prepares students for further education, employment and training. This course allows students to acquire knowledge, skills and abilities in managing financial resources which can be applied at a personal level and in the business environment.

What makes a student suited to Accounting?
Students who achieve success in Accounting are those who:

- have a special interest in business studies and in the management of financial resources,
- will potentially study accountancy, commerce, management or international business studies at university,
- are able to think logically and work independently and/or as part of a group,
- are complementing their study of business-based subjects or are seeking to provide a balance to a Business/Science/Humanities based program.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Core Studies 1</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>Core Studies 2</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>ES2 Accounting for Cash</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>ES6 Internal Controls</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>ES5 Accounting for non-current assets</td>
<td>Extended response, practical tasks</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>CS4 Budgeting – spread-sheeting</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>ES9 Analysis of Financial Reports</td>
<td>Extended response, practical tasks</td>
</tr>
<tr>
<td>ES8 Accrual Accounting</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>CS3 Integrated Accounting Package</td>
<td>Practical Assessment</td>
</tr>
<tr>
<td>ES11 Cash Flow Statement</td>
<td>Supervised written, practical tasks</td>
</tr>
<tr>
<td>ES13 Personal Financing and Investing</td>
<td>Extended response</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students should have demonstrated proficiency in oral and written communication and successfully completed a maths area of study in Year 10. A Sound (C) level of achievement is required.

What other information do I need to know?
Students will use information technology to enable them to apply the accounting process in business. Students are encouraged to participate in the QUT Accounting forum excursions.

What pathways or options could this subject lead into after Year 12?
While Accounting is not a pre-requisite subject for studying business at university, students pursuing a tertiary pathway will develop foundation knowledge and skills in the discipline of accounting through this subject. Further study in the accounting field may lead to career pathways in: Professional Accounting Services, Forensic Accounting, Corporate Accounting, Financial Analyst; Auditor; Taxation Services;

How do I find out more about this subject?
Please contact Ms Teresa Derosas, Head of Department, Business and Hospitality
Phone: (07) 3380 6174 Email: tdisa1@eq.edu.au
Aerospace Studies (Aviation)

Code: AER

Does this subject contribute toward an OP?  Yes (Authority)
How many points does this subject contribute towards the QCE?  4 points

What is Aerospace Studies?
Aerospace Studies provides students with an opportunity to gain an understanding of the underlying concepts and principles of aviation and aerospace. The course combines elements of many disciplines — including Mathematics, Physics, English, Information and Communications Technologies, Business, Engineering, History and Law — and promotes a positive interest in the aviation/aerospace industry as a whole. Aerospace Studies provides a firm foundation of knowledge relevant to an array of career pathways and further education and training into the aerospace industries.

Authentic learning is an important aspect of Aerospace Studies and is enhanced by our strong industry links and relationships. This also provides students with real-life contexts that assist them in career choices.

What makes a student suited to Aerospace Studies?
Students who achieve success in Aerospace Studies are those who enjoy:

- the study of all things that fly and wish to improve their knowledge and understanding of aerospace,
- analysing and evaluating case studies, using computers, internet and flight simulations,
- undertaking research into air accidents and presenting oral presentations,
- designing, constructing and launching rockets, as well as participating in excursions to airports.

Students planning careers in aviation and aerospace should anticipate the need to be flexible, adaptable, creative and innovative in a dynamic, highly competitive environment.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td>#1 Supervised Written - Exam (closed)</td>
</tr>
<tr>
<td>- General Aviation</td>
<td>#2 Extended Response - Written</td>
</tr>
<tr>
<td>A broad introduction to Aerospace Studies by exploring what is necessary to fly an aircraft at a fundamental level. Students will explore fundamental aerodynamics and aircraft systems and learn basic piloting knowledge and skills. In the second half of this context, students consider major GA airports in SE Qld in terms of operations and design, and consider the application of the regulatory aspects of aerospace. Students also learn about the businesses and safety in GA environment.</td>
<td>Report on field trip to a GA airport. 600 - 1000 words. 3 weeks.</td>
</tr>
<tr>
<td>#3 Supervised Written- Exam (closed and open). Supervised response to unseen stimuli, short response. 50-250 words each,</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>#4 Research – Written research response (project) and Report. Research, Model, Manufacture and Launch a rocket. Group work, individual report. 800-1000 words, 4 weeks.</td>
</tr>
<tr>
<td>&quot;Up, up and away&quot;</td>
<td>#5 Supervised Written - Exam (closed and open). Supervised, short and extended response. Seen and unseen stimulus material.</td>
</tr>
<tr>
<td>- Rockets, Engines &amp; History</td>
<td>#6 Extended Response –Written, spoken and multimodal, History and Safety in Aviation. Report and Oral. 5 weeks, presentation via explanatory notes, 600 -1000 words. Non-written presentation, supported by multi-media and oral (3-5 minutes).</td>
</tr>
<tr>
<td>Having gained a basic understanding of what is required to fly an aircraft, students move on to consider the physics and engineering of rockets and aircraft. The different propulsion systems are compared, meteorology studied and aviation history and safety analysed.</td>
<td>#7 Extended Response- Written extended response</td>
</tr>
<tr>
<td>#8 Supervised Written - Exam (closed). Supervised, closed-book, short and extended response, 2 hours.</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td>#9 Research – Written research response (project) and Report. In-depth report from rocket design, build and launch. Factual and investigative situation, practical element through model-building, data collection and</td>
</tr>
<tr>
<td>&quot;Fly with me&quot;</td>
<td>#9 Research – Written research response (project) and Report. In-depth report from rocket design, build and launch. Factual and investigative situation, practical element through model-building, data collection and</td>
</tr>
</tbody>
</table>
Rocketry is used as the context. Students study the advanced aeronautical knowledge and the complicated systems that operate them. The aviation operations of the modern airlines are studied to gain an insight into the complexity of human performance and decisions made in a culture of safety. Students investigate air crash scenarios and analyse lessons learnt for an improving safety culture.

Semester 4

**“A culture of safety”**

- Aircraft systems and the human interface.

Students study the advanced aeronautical knowledge and the complicated systems that operate them. The aviation operations of the modern airlines are studied to gain an insight into the complexity of human performance and decisions made in a culture of safety. Students investigate air crash scenarios and analyse lessons learnt for an improving safety culture.

#10 Supervised Written - Exam (closed and open). Supervised- short and extended response. Seen and unseen stimulus material.

#11 Extended Response – Written, spoken and multimodal. Air Crash Investigations Report and Oral. 5 weeks. Presentation via explanatory notes, 800-1200 words. Non-written presentation (task is individual). Supported by multi-media and oral (5-7 minutes).

### What prerequisites must students meet in order to take this subject?

Students should have a minimum sound achievement in Year 10 Science and/or Aviation, Year 10 Maths and Year 10 English.

### What other information do I need to know?

**A SUBJECT LEVY OF $50 APPLIES FOR EACH YEAR OF THIS COURSE.**

Specialised equipment required for this subject is: a notebook, learning modules, BAK textbook provided. Compulsory excursions: to Archerfield, Brisbane and Amberley Airports. Extra costs are associated with the subject for excursions and for learning modules. Other activities organised by school are not compulsory and the cost of these activities are to be advised.

Students who undertake Aerospace Studies may be eligible to apply for scholarships and early entry university programs which are not able to be accessed by other students.

### What pathways or options could this subject lead into after Year 12?

Aerospace Studies can lead to further study and employment in: Aeronautical Engineering, Administration and Human Resources, Aircraft maintenance, Air traffic control, Bachelor of Aviation, Bachelor of Science with Aviation, Flight crew (pilot), Cabin crew (flight attendant), Security, Emergency services, Engineering degrees(University of Queensland or QUT).

Early entry to Universities and Aviation Australia may be available to students through successful participation in this subject.

Completion of this course should enable students to participate more effectively and responsibly in a changing aerospace industry.

### How do I find out more about this subject?

Please contact Ms Shannon Boyes, A/Head of Department – Science

**Phone:** (07) 3380 6126  
**Email:** sboye11@eq.edu.au
Ancient History

Code: AHS

Does this subject contribute toward an OP? ✓ YES (Authority)

How many points does this subject contribute towards the QCE? 4 points

What is Ancient History?

Ancient History is the study of human development encompassing a broad period from pre-history to fifth century Imperial Rome. This course develops and enhances critical analysis, evaluation and problem-solving techniques. In this subject, students will acquire sound research skills, which are critical to tertiary study.

What makes a student suited to Ancient History?

Students who achieve success in Ancient History are those who:

- have an inquiring mind, an interest in the human story and are considering university study,
- have demonstrated a solid ability to comprehend written and visual text,
- are able to work both independently and in a team environment,
- are complementing their study of Humanities-based subjects or are seeking to provide a balance to a Maths/Science based program in order to develop written communication and research skills.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
</tr>
<tr>
<td>Archaeology</td>
<td>Objective short answer test</td>
</tr>
<tr>
<td>Pharaonic power – Ancient Egypt</td>
<td>Written research assignment</td>
</tr>
<tr>
<td></td>
<td>Extended written response</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>Studies of Power - Dictatorships</td>
<td>Multimodal Presentation</td>
</tr>
<tr>
<td>Studies of everyday lives</td>
<td>Stimulus Response Exam</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td></td>
</tr>
<tr>
<td>The Roman Republic</td>
<td>Extended written response</td>
</tr>
<tr>
<td>The Reign of Augustus</td>
<td>Stimulus response exam</td>
</tr>
<tr>
<td></td>
<td>Multimodal Presentation</td>
</tr>
<tr>
<td><strong>Semester 4</strong></td>
<td></td>
</tr>
<tr>
<td>Ancient Achievers</td>
<td>Written research assignment</td>
</tr>
<tr>
<td>Australia’s ancient past</td>
<td>Stimulus response exam</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated proficiency in oral and written communication in Year 10 English and preferably also in Year 10 History or Geography. A Sound (C) level of achievement is required.

What other information do I need to know?

Whilst there is no specialised equipment required for this subject, students will be provided with educational opportunities as they arise. These opportunities include visits to museums and exhibitions.

What pathways or options could this subject lead into after Year 12?

The focus on critical analysis and evaluation, combined with the concentration on written communication and research skills make this subject invaluable to students wishing to pursue a tertiary pathway. These skills transfer across all areas of tertiary study, however students who study Ancient History often pursue courses in the Arts, Media, Education, Politics and Law.

How do I find out more about this subject?

Please contact Mrs Maxine Doyle Head of Department Social Science

Phone: (07) 33806119

Email: mdoyl11@eq.edu.au
Biology

Code: BIO

Does this subject contribute toward an OP? ✓ YES (Authority)

How many points does this subject contribute towards the QCE? 4 points

What is Biology?

Biology is a broad-ranging course which is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

This course allows students to acquire knowledge, skills and abilities in providing learning experiences which will further develop in students:

- a knowledge and understanding of the living world,
- the capacity to identify, gather, manipulate and process information in the context of scientific endeavours including field investigations,
- the capacity to communicate effectively in various formats on biological issues,
- an appreciation of the complexity and beauty of biological phenomena,
- a recognition that Australian ecosystems have unique characteristics,
- an appreciation that each type of organism, including Homo sapiens, occupies a unique position in the biosphere,
- a sense of responsibility for the stewardship of the local and global environment,
- an ability to apply biological understanding, skills and reasoning to present-day and emerging issues.

In this subject, students will have opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world,
- experience the processes of science, and that leads to the discovery of new knowledge,
- develop a deeper understanding and aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society's activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

What makes a student suited to Biology?

Students who achieve success in Biology are those who:

- enjoy the practical and contextual aspects of biology, through working scientifically and enacting scientific inquiries, investigations and experiments,
- construct biological understandings from academic, personal, social and global perspectives,
- develop an intrinsic “hands on” nature of the subject,
- understand and appreciate biology in real-world, relevant contexts,
- think creatively and rationally about Biology,
- wish to be challenged to understand and act responsibly on Biological-related problems and issues,
- communicate effectively in a range of modes – i.e. reports and extended investigations.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Introduction to Biology</td>
<td>1. <strong>Extended Response</strong>: Seminar using multimedia presentation on an aspect of this topic (2 weeks).</td>
</tr>
<tr>
<td>Animal Physiology</td>
<td>2. <strong>Written task</strong>: Supervised exam (90 minutes).</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Plant Physiology</td>
<td>3. <strong>Extended Experimental Investigation</strong>: Factors affecting photosynthesis germination, transpiration, nutrition. Student directed design and collection of data and analysis of results. Ownership and progress checks. Scientific report to be presented (5 weeks).</td>
</tr>
<tr>
<td>Ecology</td>
<td>4. <strong>Extended Response</strong>: Collect, analyse and report on fieldwork data. Group collection (3 day field trip), individual analysis and report writing (2 weeks).</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Cell Biochemistry</td>
<td>5. <strong>Written Task</strong>: Supervised exam (2 hours).</td>
</tr>
</tbody>
</table>
Disease

6. **Extended Experimental Investigation**: Students will select a topic, design the experiment(s) and carry out the investigations. Scientific report to be presented. Ownership and progress checks (5 weeks).

7. **Extended Response**: Seminar presentation using multimedia, plus written report (2 weeks).

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Genetics</th>
<th>Evolution</th>
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</thead>
<tbody>
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</tbody>
</table>

8. **Written Task**: Supervised exam (2 hours).

9. **Written Task**: Stimulus Response task based on the topic, questions unseen (90 minutes).

**What prerequisites must students meet in order to take this subject?**

Students must have achieved a sound level of achievement (‘C’ standard minimum) in Year 10 Science and English.

**What other information do I need to know?**

Specialised equipment is required for Biology, including: ‘A Contextual Approach’ textbook, compulsory excursions. There will be an extra cost for the Biology camp.

**What pathways or options could this subject lead into after Year 12?**

Studies in Biology can lead to careers in the following fields: Veterinary Science, Horticultural Science, Agronomy, Nursing, Forest Ranger, Microbiology, Radiography, Oceanography, Rural Stock and Agents, Environmental Control, Marine Biology, Bacteriology, Botany and Medicine.

**How do I find out more about this subject?**

Please contact Ms Shannon Boyes, A/Head of Department – Science

**Phone:** (07) 3380 6126 **Email:** sboye11@eq.edu.au
Business Communication and Technologies

Code: BCT

Does this subject contribute toward an OP?  Yes (Authority)

How many points does this subject contribute towards the QCE?  4 points

What is Business Communication and Technologies?
Business Communication and Technologies is a broad-ranging course which offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. Business Communication and Technologies encompasses theoretical and practical aspects of business issues using a contextual approach to facilitate understanding.

What makes a student suited to Business Communication and Technologies?
Students who achieve success in Business Communication and Technologies are those who:

- seek to engage in higher-order cognition to understand, investigate and evaluate business issues and decisions from multiple perspectives,
- will potentially study a business field (e.g. business administration or communications) at university,
- are able to read and comprehend written material at a very high level,
- are able to work independently and prioritise their own time to research and develop a focus of study,
- are complementing their study of Humanities-based subjects or are seeking to provide a balance to a Maths/Science based program.

What do students study in this subject and how are they assessed?*

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Semester 1
  Business environments
  Workplace health, safety and sustainability
  Context: sports & recreation management             | Supervised written – short responses (50-250 words) |
| Semester 2
  Organisation and work teams
  Managing people
  Context: sports & recreation management              | Extended response – multimodal (3-5 mins)      |
| Semester 3
  Events administration
  Context: tourism & hospitality                       | Supervised written response (600-800 words)    |
| Semester 4
  International Business
  Context: tourism & hospitality
  Financial Administration
  Context: public administration                       | Unsupervised written research task (1000-1500 words) |

What prerequisites must students meet in order to take this subject?
Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated proficiency (a C standard) in oral and written communication in Year 10.

What other information do I need to know?
Learning experiences in this subject are based on the underpinning practices of business communication and business technologies. Information technologies are incorporated into all aspects of the course.

What pathways or options could this subject lead into after Year 12?
While Business Communication and Technologies is not a pre-requisite subject for studying business at university, students pursuing a tertiary pathway will develop key research and critical inquiry skills. Further study in the business field may lead to career pathways in business or project administration/management, events management or business communication across a wide range of industries.

How do I find out more about this subject?
Please contact Ms Teresa Derosas, Head of Department, Business and Hospitality
Phone:  (07) 3380 6174  
Email:   tdisa1@eq.edu.au
Chemistry

Code: CHM

Does this subject contribute toward an OP?  ✔ YES (Authority)

How many points does this subject contribute towards the QCE?  4 points

What is Chemistry?
The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry. Chemistry helps us to understand the links between the macroscopic properties of the world, and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind’s management of the planet’s limited resources and could provide the key to our continuing survival. Chemistry can provide a unifying feature across most scientific undertakings especially where “traditional” science boundaries are becoming blurred.
The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of Chemistry is essential for many vocations.

What makes a student suited to Chemistry?
Students who achieve success in Chemistry are those who:
- enjoy the practical and contextual aspects of chemistry, through working scientifically and enacting scientific inquiries, investigations and experiments,
- construct chemical understandings from academic, personal, social and global perspectives,
- develop an intrinsic “hands on” nature of the subject and think creatively and rationally about Chemistry,
- understand and appreciate Chemistry in real-world, relevant contexts,
- wish to be challenged to understand and act responsibly on Chemistry-related problems and issues,
- communicate effectively in a range of modes – i.e. reports and extended investigations.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Materials</strong></td>
<td>1. Exam.: 70 minutes, exam conditions, MC &amp; short items.</td>
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<tr>
<td></td>
<td></td>
<td>2. Water analysis: 1 week class time, teacher guided and monitored.</td>
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<tr>
<td></td>
<td></td>
<td>3. Exam: 90 minutes, exam conditions.</td>
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<tr>
<td></td>
<td><strong>Water</strong></td>
<td>4. Extended experiments: fuel types and energy obtained. 4 weeks in class.</td>
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<tr>
<td></td>
<td></td>
<td>5. Exam: End Semester 2, 120 minutes, exam conditions, short &amp; long answer questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Air</strong></td>
<td>6. Exam: 90 minutes, exam conditions, MC, short &amp; long answer questions.</td>
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<tr>
<td></td>
<td></td>
<td>7. Investigation: examining the factors affecting &amp; the prevention of corrosion of metals. 3-4 weeks class time, teacher monitored.</td>
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<tr>
<td></td>
<td></td>
<td>8. Article: on an issue associated with electrochemistry. 1-2 weeks class time, teacher monitored.</td>
</tr>
<tr>
<td></td>
<td><strong>Swimming Pools</strong></td>
<td>9. Exam: 120 minutes, exam conditions, MC, short</td>
</tr>
</tbody>
</table>

answer questions.

10. Stimulus response-experimental analysis: 2 x 70 minutes exam conditions, extended answers.

What prerequisites must students meet in order to take this subject?
A Sound Level of Achievement (C minimum) in Year 10 Science and Mathematics is required for students to study Chemistry in Years 11 and 12.

What other information do I need to know?
Chemistry in Use 1 and 2 textbook, compulsory field excursions which will incur an additional cost.

What pathways or options could this subject lead into after Year 12?

How do I find out more about this subject?
Please contact Ms Shannon Boyes, Head of Department – Science
Phone: (07) 3380 6126
Email: sboyes11@eq.edu.au
Drama

Does this subject contribute toward an OP? ☑ YES (Authority)

How many points does this subject contribute towards the QCE? 4 points

What is Drama?
Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of Forming, Present and Responding.

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

Drama provides students with a range of skills, transferable to a variety of pathways, now and in the future. Drama supports workers who are innovative thinkers, adept communicators and excellent team players.

What makes a student suited to Drama?
Students who achieve success in Dance are those who:

- have a willingness to rehearse, polish and perform dramatic action (e.g. student-devised drama work, physical theatre, a recognised play-text, dialogue, etc.),
- enjoy collaborating in groups and are able to work as artists in the making of creative work (e.g. improvisation, role-play, play-building, playwriting, directing, etc.),
- enjoy communicating from a position outside or after the drama (e.g. seminar, evaluation/reflection/forum).

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Possible Topics Studied</th>
<th>Possible Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Post Modern Theatre</td>
<td>Demonstrating a devised concept</td>
</tr>
<tr>
<td>Physical Theatre-Greek/Commedia</td>
<td>Student-devised performance</td>
</tr>
<tr>
<td>Physical Theatre-Greek/Commedia</td>
<td>Performance analysis</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Verbatim and Contemporary Aboriginal &amp; Torres Strait Islander Theatre Forms</td>
<td>Group Performance of published play script</td>
</tr>
<tr>
<td></td>
<td>Script and Extended Spoken Response</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Realism</td>
<td>Improvisation &amp; Theatre Review</td>
</tr>
<tr>
<td>Political Theatre</td>
<td>One person show</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Object Theatre</td>
<td>Group Performance &amp; Multi-modal presentation</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students should have demonstrated a sound level of achievement in oral and written communication.

What other information do I need to know?
Students must attend one live theatre performance each year in order to complete the Theatre Review requirements of the assessment program. The school will organise an external excursion or an at school performance for all Drama students. The cost of this excursion will vary depending on the venue of the performance and transport requirements.

What pathways or options could this subject lead into after Year 12?
Drama is supportive of a range of pathways as it consolidates skills in confidence, oral communication, public speaking and creativity in addition to written and analytical skills. Students could use Drama as an important foundation subject for: teaching, law, psychology, communication, business, retail, media, journalism, public relations/human resources. After high school, students may pursue their study of Drama via a range of Bachelor Degrees in Drama, Theatre, Creative Industries or alternatively they may consider undertaking a Certificate III, IV or Diploma. Many pathways are available for students in the Creative Industries – Acting, Stage Managing, Producing, Theatre in Education.

How do I find out more about this subject?
Please contact Mrs Louise Bamford-Mareroa, Head of Department, The Arts
Phone: (07) 33806141 Email: l.bamf1@eq.edu.au
English

Does this subject contribute toward an OP?

☑ YES (Authority)

How many points does this subject contribute towards the QCE?

4 points

What is English?
The subject English develops students' knowledge of how language typically works in the culture, as well as of how language works in particular texts. At the senior level, English involves the systematic study of language to build increased understanding of the relationships among texts, language, and literacies as social practices, with the emphasis on how these relationships help to make meaning in particular cultural contexts and social situations.

What makes a student suited to English?
Students who achieve success in English are those who:

- want to develop the skills, through focused study, that enable them to control and experiment with a range of language systems and associated genres and technologies,
- will potentially study at university,
- are able to read and comprehend substantial written material at a very high level,
- are able to work independently and as part of a group, devoting their own time to research and developing a focus of study,
- want to develop an understanding of how texts reproduce, negotiate or challenge ways of thinking and being that are available in a culture at particular times, and why readers, viewers, and listeners may make different reading from a text.

What do students study in this subject and how are they assessed?
Students are assessed on: understanding and responding to contexts; understanding and controlling textual features; creating and evaluating meaning.

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Non-Fiction texts</td>
<td>Autobiography (600-1000 words)</td>
</tr>
<tr>
<td>Play study</td>
<td>Dramatic monologue (3-4 minutes)</td>
</tr>
<tr>
<td>Poetry</td>
<td>Short story/seen exam (500-700 words)</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Film study</td>
<td>Persuasive speech (3-5 minutes)</td>
</tr>
<tr>
<td>Novel study</td>
<td>Analytical essay unseen exam (500-700 words)</td>
</tr>
<tr>
<td>Media study</td>
<td>Feature article (600-800 words) or Persuasive multimodal speech (3-5 minutes)</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Non-Fiction texts</td>
<td>Eulogy (800-1200 words)</td>
</tr>
<tr>
<td>Play study</td>
<td>Dramatic monologue (4-5 minutes)</td>
</tr>
<tr>
<td>Poetry</td>
<td>Short story/seen exam (600-800 words)</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Film study</td>
<td>Persuasive speech (4-5 minutes)</td>
</tr>
<tr>
<td>Shakespearean play study</td>
<td>Analytical essay unseen exam (600-800 words)</td>
</tr>
<tr>
<td>Media study</td>
<td>Feature article (800-1200 words) or Persuasive multimodal speech (5-7 minutes)</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Due to the range and complexity of assessment items involved in this course of study, it is necessary that students obtain a minimum of a “C” in written and spoken communication in Year 10 English.

What other information do I need to know?
Excursion and/or subject costs: One per year if suitable opportunities arise.
What pathways or options could this subject lead into after Year 12?
Many tertiary courses demand at least a Sound Achievement in English. It is useful for all careers/courses.
NOTE: At least a Sound Achievement (a “C”) in one semester or more of English is one way of satisfying the literacy component of the QCE.

How do I find out more about this subject?
Please contact Mrs Françoise Monange, Head of Department – English
Phone: (07) 3380 6115  Email: fever4@eq.edu.au
Film, Television & New Media

Code: FTM

Does this subject contribute toward an OP?

✓ YES (Authority)

How many points does this subject contribute towards the QCE?

4 points

What is Film, Television and New Media?
The Film, Television and New Media subject provides opportunities for students to:

- design, produce and critique products and their contexts of production,
- develop higher-order cognitive and critical literacy skills related to moving-image media production and use
- generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings,
- develop personal skills that are transferable to a range of work options and life paths including self-discipline, problem-solving, project management and the ability to work individually and collaboratively to achieve goals,
- appreciate that diverse and changing moving-image media provide different experiences for people in different cultural contexts,
- broaden their knowledge and understanding of the history, evolution and practices of the rapidly expanding moving-image media industries,
- become familiar with and utilise workplace health and safety practices associated with moving-image media,
- develop an ethical and sensitive approach to producing and using moving-image media across cultures.

What makes a student suited to Film, Television and New Media?
Students who achieve success in Film, Television and New Media are those who:

- value interacting with moving images as an enriching experience,
- value and use their own knowledge, skills and experiences to explore, create and express ideas,
- develop confidence in their own and other’s creative and critical abilities,
- appreciate the variety of technologies available for communication and respect diverse viewpoints,
- have a critical and sensitive awareness of expressive, functional and creative qualities of a range of moving images in different cultures and contexts.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td>Critique existing advertisements</td>
</tr>
<tr>
<td>Bare Basics:</td>
<td>Design an advertisement</td>
</tr>
<tr>
<td>- moving image media codes, conventions and editing</td>
<td>Produce an advertisement</td>
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<tr>
<td>- persuasion and gratification</td>
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</tr>
<tr>
<td>- scripting, OHS &amp; three-point lighting</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>Oral review</td>
</tr>
<tr>
<td>The Immortal Story:</td>
<td>Comparing films of similar genres</td>
</tr>
<tr>
<td>- Hollywood entertainment industries</td>
<td>Design suite</td>
</tr>
<tr>
<td>- continuity editing</td>
<td>Character outlines and screenplay</td>
</tr>
<tr>
<td>- film genre</td>
<td>Narrative production</td>
</tr>
<tr>
<td>- intertextuality and critical discourse</td>
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<tr>
<td>Making it Happen:</td>
<td></td>
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<tr>
<td>- marginal voices</td>
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<tr>
<td>- avant-garde</td>
<td></td>
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<tr>
<td>- artistic expression, styles and movements</td>
<td></td>
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<tr>
<td>- independent production and formats</td>
<td></td>
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<tr>
<td>- roles and responsibilities</td>
<td></td>
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<tr>
<td>- distribution and festivals</td>
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<tr>
<td><strong>Semester 3</strong></td>
<td>Storyboard</td>
</tr>
<tr>
<td>Image Makers:</td>
<td>Produce a music video</td>
</tr>
<tr>
<td>- advanced lighting chromakey</td>
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<tr>
<td>- computer and camera generated effects</td>
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<tr>
<td>- sound recording and seminal clips</td>
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<tr>
<td>- non-linear narrative</td>
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<tr>
<td>- new technologies</td>
<td></td>
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<tr>
<td>- distribution and exhibition</td>
<td></td>
</tr>
</tbody>
</table>
### Semester 3

**Reality Check:**
- the media’s role in a changed world order
- origins of influence
- media as propaganda
- ownership, censorship and privacy
- consequence of technologies

**Documentary production**

### Semester 4

**Cult Moving Images**
- what makes a cult production?
- subversive views
- on-line convergence
- impact of new media

**Oral presentation – review**

**Australia in a Multimedia, Multicultural World**
- representations of cultural identity past, present and future
- extra-textual knowledge
- war and immigration
- new disclosures and shared visions

**Design materials for a cult film**

**Examination**

### What prerequisites must students meet in order to take this subject?

As this is an Authority (OP)subject, it is suitable for academically motivated students. OP eligible students only are encouraged to select this course. Students must attain a minimum of a sound achievement (C) in Year 10 English. Places in this course are strictly limited.

### What other information do I need to know?

A SUBJECT LEVY OF $45 APPLIES FOR EACH YEAR OF THIS COURSE.

### What pathways or options could this subject lead into after Year 12?

After high school students may further their study in the field of media production, advertising, game design, animation at TAFE, university or a specialist provider, such as QANTM. Further study in the field may lead to career pathways as: writers, producers, directors, editors, technicians, game designers, animators.

### How do I find out more about this subject?

Please contact Mrs Louise Bamford-Mareroa, Head of Department, The Arts

**Phone:** (07) 33806145 **Email:** lbamf1@eq.edu.au

Or – please contact Mr Richard Kay, Subject Co-ordinator/Teacher

**Phone:** (07) 33806145 **Email:** rkay3@eq.edu.au
Geography

Does this subject contribute toward an OP?  
✓ YES (Authority)

How many points does this subject contribute towards the QCE?  
4 points

What is Geography?

Geography focuses on active investigation of the interrelationships between people and the environment. This course allows students to acquire knowledge, skills and abilities in both spatial and ecological dimensions. In this subject, students will develop a strong understanding of local and global issues.

What makes a student suited to Geography?

Students who achieve success in Geography are those who:

- have an inquiring mind and an interest in environmental sustainability,
- will potentially engage in tertiary studies at university,
- are able to comprehend and utilise written material and data successfully,
- are able to work independently and as part of a group, organising and managing time effectively,
- are complementing their study of Humanities-based subjects or are seeking to provide a balance to a Maths/Science based program.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
<th>(40 mins only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responding to natural hazards</td>
<td>Short response test</td>
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<tr>
<td></td>
<td>Managing catchments</td>
<td>Practical exam</td>
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<td></td>
<td></td>
<td>Field trip Report</td>
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<tr>
<td></td>
<td></td>
<td>Short response exam</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Sustaining communities</td>
<td>Short response test</td>
<td>(40 mins only)</td>
</tr>
<tr>
<td></td>
<td>Connecting people and places</td>
<td>Field Trip Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short response test</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Stimulus response essay</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>Feeding the world’s people</td>
<td>Short response test</td>
<td>(40 mins only)</td>
</tr>
<tr>
<td></td>
<td>The geography of disease</td>
<td>Practical exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stimulus response essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short response test</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>Sustaining Biodiversity</td>
<td>Short response test</td>
<td>(40 mins only)</td>
</tr>
<tr>
<td></td>
<td>Living with climate change</td>
<td>Field trip Report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short response test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-modal Presentation</td>
<td></td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated at least a mid-range sound level of achievement in Year 10 English and preferably have studied Year 10 Geography or History with sound results.

What other information do I need to know?

Geography requires 3 mandatory field studies (2 in Year 11; 1 in Year 12). Transport costs cost and entry fees will apply.

What pathways or options could this subject lead into after Year 12?

The focus on active investigation and evaluation combined with the concentration on spatial skills and research skills make this subject invaluable to students wishing to pursue a tertiary pathway. These skills transfer across all areas of tertiary study, however students who study Geography often pursue careers in Town Planning, Engineering, The Arts, Media, Education, Politics and Law.

How do I find out more about this subject?

Please contact Mrs Maxine Doyle, Head of Department Social Science and LOTE
Phone: (07) 3380 61119  
Email: mdoyl11@eq.edu.au
Graphics

Does this subject contribute toward an OP? ✓ YES (Authority)
How many points does this subject contribute towards the QCE? 4 points

What is Graphics?

Graphics is a practical subject where students produce drawings using Computer Aided Drafting (CAD) software such as the Autodesk Design Suite of programs. Students will learn by completing routine practical exercises as well as applying graphical knowledge to solve problems and communicate design ideas.

What makes a student suited to Graphics

Students who achieve success in Graphics are those who:

- have a commitment to the subject,
- are imaginative and creative through design and problem solving,
- are able to work independently, devote time to research and maintain a focus of study,
- maintain their folio of work as required by the syllabus and meet assessment timelines.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Production Graphics A</td>
<td>Folio Of Graphic Responses</td>
</tr>
<tr>
<td></td>
<td>Business Graphics A</td>
<td>Folio Of Graphic Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Built Environment A</td>
<td>Folio Of Graphic Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Graphics B</td>
<td>Folio Of Graphic Responses</td>
</tr>
<tr>
<td></td>
<td>Production Graphics B</td>
<td>Folio Of Graphic Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Built Environment B</td>
<td>Folio Of Graphic Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

In order to be aligned with success in Senior Graphics, a sound level of achievement (C) or above in Year 10 Graphics is recommended, as well as sound written communication skills.

What other information do I need to know?

Students undertaking this course will require: pacer pencils (2h & 4h), erasers and a USB storage device to be supplied by the student.

All other items are covered under the Text Book Hire Scheme. There is no additional charge for this subject.

What pathways or options could this subject lead into after Year 12?

Graphics provides a solid foundation to careers in industrial design, graphic design, architecture, drafting and web design.

Students may pursue further study at a wide range of universities or through TAFE institutions and private colleges.

How do I find out more about this subject?

Please contact Mr Neil Jeffers, Head of Department – Design and Technology
Phone: (07) 3380 6111 Email: njeff4@eq.edu.au
Health Education

Does this subject contribute toward an OP?  
YES (Authority)

How many points does this subject contribute towards the QCE?  
4 points

What is Health Education?
Health is a broad-ranging course which is designed to develop students’ personal and social awareness. This course allows students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable and improved health outcomes for all. In this subject, students will be required to complete a series of research reports, exam essays, response to stimulus exams and integrated tasks. Data gathering, analysis, research and reporting of conclusions and recommendations form an integral part of the assessment process.

What makes a student suited to Health Education?
Students who achieve success in Health Education are those who:
- have a genuine interest in the issues that affect their social health and well-being,
- are able to read and comprehend substantial written material at a very high level,
- are able to work independently and as part of a group, devoting their own time to research and developing a focus of study,
- are prepared to participate in and complete all aspects of the course that includes group presentations, in depth research and data gathering.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Dietary Decisions of Adolescents – Personal Health</td>
<td>Research Report</td>
</tr>
<tr>
<td></td>
<td>Sexual Health – Personal Health</td>
<td>Magazine Article</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Substance Use – Peer Health</td>
<td>Action Research Report</td>
</tr>
<tr>
<td></td>
<td>Domestic Violence – Family Health</td>
<td>Exam Essay unseen question</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Sun Safety – Community Health</td>
<td>Action Research Report</td>
</tr>
<tr>
<td></td>
<td>Road Trauma – Community Health</td>
<td>Research Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam Essay unseen question</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Organ Donation – Specific Population</td>
<td>Exam Essay response to stimulus</td>
</tr>
<tr>
<td></td>
<td>Schoolies – Specific Population</td>
<td>Magazine Article</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated proficiency in oral and written communication in Year 10, achieving a high SA on exit in Year 10 English.

What other information do I need to know?
Students are required to have a specific Health notebook/folder for completion of written/oral aspects of the course and a display folder for handouts. Limited costs will be required for excursions and guest speakers. Access to a computer with internet at home would be an advantage.

What pathways or options could this subject lead into after Year 12?
While Health Education is not a pre-requisite subject for studying health at university, students pursuing a tertiary pathway will develop key research and critical inquiry skills through this subject. Further study in the health field may lead to career pathways in; Primary and Secondary Teaching, Occupational Therapy, Paramedic, Nursing, Social Worker, Psychologist, Public Health Officer, Environment Health, Police Officer, Health Care Professional.

How do I find out more about this subject?
Please contact Mr Steve Hodges, Head of Department Health and Physical Education
Phone: (07) 3380 6142 Email: shodg72@eq.edu.au
Information Processing and Technology (IPT)

Code: IPT

Does this subject contribute toward an OP? ✓ YES (Authority)

How many points does this subject contribute towards the QCE? 4 points

What is IPT?
IPT is a broad-ranging course which combines logical thinking and written communication to solve problems. This course allows students to acquire knowledge, skills and abilities in software and information system design and development, with a strong focus on programming and SQL (Structured Query Language). In this subject, students will also investigate important social issues that arise through the use of IT, such as advances in artificial intelligence, and human-computer interface design.

What makes a student suited to IPT?
Students who achieve success in IPT are those who:
- enjoy and gain satisfaction from problem solving,
- enjoy projects – big or small – and have a creative mind,
- will potentially study Information Technology at university,
- enjoy working as part of a group to achieve a project’s goals,
- are looking to complement their study of Senior Maths or Science subjects.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>How computers work</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Intro to Programming</td>
<td>Writing task, Exam</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Software Programming</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Networks &amp; Operating Systems</td>
<td>Exam, Major project</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Artificial Intelligence</td>
<td>Writing task</td>
</tr>
<tr>
<td></td>
<td>Relational Databases</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Relational Information Systems</td>
<td>Exam, Major project</td>
</tr>
<tr>
<td></td>
<td>Expert Systems</td>
<td>Minor project</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated proficiency in oral and written communication in Year 19.

What other information do I need to know?
It is strongly recommended that students have access to a Windows computer and internet access outside of class time. Students will require access to free software such as Microsoft’s Visual Basic Express. As project work is a major factor in IPT, time management skills are critical.

What pathways or options could this subject lead into after Year 12?
While IPT is not a pre-requisite subject for studying IT at university, students pursuing a tertiary pathway will develop key skills through this subject in programming and information system design. Further study in the IT field may lead to career pathways as Systems Analysts, Programmers, Database Managers, Communications Specialists, Information Systems Managers, or careers in Game Development, Management or Marketing, and many more, in a wide range of industries such as banking and finance, engineering and mining, retailing, law.

How do I find out more about this subject?
Please contact Ms Teresa Derosas, Head of Department, Business and Hospitality
Phone: (07) 3380 6174 Email: tdisa1@eq.edu.au
Japanese

Does this subject contribute toward an OP?  

☑️ YES (Authority)

How many points does this subject contribute towards the QCE?  

4 points

What is Japanese?

Senior Japanese is the study of Japanese language and culture. It builds on the skills and knowledge developed in Year 10 and continues to focus on the development of the four language skills: speaking, reading, writing and listening. This course develops and enhances critical analysis, evaluation, interpretation and comprehension, which are critical to success in tertiary education. Students will attain sufficient skills to enable them to communicate and interact with Japanese speaking people both in Australia and in Japan.

What makes a student suited to Japanese?

Students who achieve success in Japanese are those who:

- have a keen interest in Japanese language and culture,
- have demonstrated a solid ability to comprehend written and spoken texts,
- are able to work independently and in a team environment,
- have previously studied Japanese to a Year 10 level (or equivalent).

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Self Introduction</td>
<td>Speaking Exam: Self-introduction</td>
</tr>
<tr>
<td>Communication &amp; Rules</td>
<td>Reading Exam: Letter</td>
</tr>
<tr>
<td>Embarrassing Events</td>
<td>Listening Exam: Podcast</td>
</tr>
<tr>
<td>Festivals, Celebrations &amp; Special Occasions</td>
<td>Writing Exam: Diary entry</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Hobbies, Sport &amp; Fitness</td>
<td>Speaking Exam: Discussion</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Listening Exam: Radio interview</td>
</tr>
<tr>
<td>Recycling &amp; Saving Water</td>
<td>Reading Exam: Internet article</td>
</tr>
<tr>
<td>Bullying</td>
<td>Writing exam: Email</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Let’s Go Somewhere</td>
<td>Listening Exam: Radio broadcast</td>
</tr>
<tr>
<td>Where Shall We Say &amp; How Shall We Get There?</td>
<td>Writing Exam: Letter</td>
</tr>
<tr>
<td>Last Year of School – Driving</td>
<td>Speaking Exam: Conversation</td>
</tr>
<tr>
<td>Coming of Age Celebrations &amp; Dreams Of The Future</td>
<td>Reading Exam: Article</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Tour Guides &amp; Sightseeing</td>
<td>Speaking Exam: Interview</td>
</tr>
<tr>
<td>The Sales Assistant</td>
<td>Reading Exam: Internet review</td>
</tr>
<tr>
<td>Part-time Work In A Restaurant</td>
<td>Listening Exams: Guide’s instructions &amp; Podcast</td>
</tr>
<tr>
<td>Finding Work In Japan</td>
<td>Writing exam: Welcome speech</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

As this is a progressive course, students must have demonstrated proficiency in oral and written communication in Year 10 Japanese (or be able to demonstrate an equivalent level) to be selected for entry into this course.

What other information do I need to know?

Students will be given the opportunity to interact with students from Japan as part of our study tour program and will also be able to participate in cultural excursions and experiences throughout the year. Senior Japanese students will also be invited to take part in a cultural exchange to Japan which occurs every two years (tour fees apply).

What pathways or options could this subject lead into after Year 12?

Language skills are invaluable to students wishing to choose a tertiary pathway. These skills transfer across all areas of tertiary study, however students who study Japanese often pursue courses and careers in International Business, International Law, Foreign Relations, Politics, Linguist, Trade, Education, Tourism, and Media.

How do I find out more about this subject?

Please contact Mrs Maxine Doyle - Head of Department Social Science and LOTE  

Phone: (07) 3380 6119  
Email: mdoyl11@eq.edu.au

Or:  
Ms Deb Kahl – Subject Area Coordinator (LOTE)  
Email: dkahl3@eq.edu.au
Legal Studies

Does this subject contribute toward an OP?

✓ YES (Authority)

How many points does this subject contribute towards the QCE?

4 points

What is Legal Studies?

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

What makes a student suited to Legal Studies?

Students who achieve success in Legal Studies are those who:

- have an inquiring mind and will potentially study law, justice or political studies at university,
- are able to read and comprehend substantial written material at a very high level,
- are able to work independently and as part of a group, devoting their own time to research and developing a focus of study,
- are complementing their study of Humanities-based subjects or are seeking to provide a balance to a Maths/Science based program.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>The legal system</td>
<td>Exam - short response test (50-250 words per response)</td>
</tr>
<tr>
<td>Criminal law</td>
<td>Extended response to stimulus (600-1000 words)</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Introduction to civil obligations;</td>
<td>Extended research response</td>
</tr>
<tr>
<td>Sport and the law</td>
<td>Multimodal (3-5 minutes)</td>
</tr>
<tr>
<td>Human rights</td>
<td>Examination - extended response test (400-600 words)</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Family and the law</td>
<td>Extended research response - written (1000-1500 words)</td>
</tr>
<tr>
<td>Independent Study</td>
<td>Extended response test - unseen question (600-800 words)</td>
</tr>
<tr>
<td></td>
<td>Extended research response - written (1000-1500 words)</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Civil wrongs (torts) and the law</td>
<td>Extended research response</td>
</tr>
<tr>
<td>Renting and Buying or Technology and the law</td>
<td>Multimodal (5-7 minutes)</td>
</tr>
<tr>
<td></td>
<td>Exam – Short response test (50-250 words per response)</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated proficiency in oral and written communication in Year 10, achieving a ‘C’ standard in English.

What other information do I need to know?

Students will visit the District and Supreme Courts in Year 11 and the Supreme Court Law Library in Year 12 when completing their independent research assignment. Parents and carers may assist students to achieve success in Legal Studies by: discussing different views of current Legal Studies issues with their student; encouraging and helping students locate suitable websites, documentaries, journals and other resources; encouraging students to take part in school-based activities, including mock trials, and extracurricular activities; offering their services as guest speakers if they are involved in this area of study or related industry; encouraging safe and ethical behaviour; communicating with Legal Studies teachers to understand the work students are undertaking at senior level, and become familiar with assessment requirements.

What pathways or options could this subject lead into after Year 12?

Success in Legal Studies can assist with further education & employment in the fields of: law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics & politics.

How do I find out more about this subject?

Please contact Ms Teresa Derosas, Head of Department, Business and Hospitality
Phone: (07) 3380 6174 Email: tdisa1@eq.edu.au

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### Mathematics A

**Code:** MAA

**Does this subject contribute toward an OP?**

Yes (Authority)

**How many points does this subject contribute towards the QCE?**

4 points

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**What is Mathematics A?**

Mathematics A involves the study of Financial Mathematics, Applied Geometry, and Statistics and Probability. These are used to develop:

- knowledge and skills of computation, estimation, measurement, and simple algebraic manipulation,
- a capacity to interpret and analyse information presented in a variety of forms,
- the ability to make judgements based on evidence and reasoning,
- a capacity to justify and communicate results in a variety of forms.

---

**What makes a student suited to Mathematics A?**

Students who achieve success in Mathematics A are those who are able to:

- collect, analyse and organise information, as well as communicate ideas and information,
- plan and organise activities, as well as work with others,
- use mathematical ideas and techniques, as well as solve problems and use technology.

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**What do students study in this subject and how are they assessed?**

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
</tr>
<tr>
<td>Managing Money 1</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Applied Geometry</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Linking 2 and 3 Dimensions</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Data Collection and Presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>Managing Money 1 and 2</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Applied Geometry</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Exploring and Understanding Data</td>
<td>Written Examination</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td></td>
</tr>
<tr>
<td>Land Measurement</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Networks</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Managing Money 2</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Linking 2 and 3 Dimensions</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 4</strong></td>
<td></td>
</tr>
<tr>
<td>Exploring and Understanding Data</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Land Measurement</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Networks</td>
<td>Written Examination</td>
</tr>
</tbody>
</table>

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**What prerequisites must students meet in order to take this subject?**

Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated a sound level of achievement (‘C’ standard) or better in Year 10 Core Mathematics (MAT).

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**What other information do I need to know?**

A scientific calculator is required. A stationery kit with the following is also required: ruler, compass, protractor, pencils, eraser, as well as any other item as deemed necessary by the teacher.

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**What pathways or options could this subject lead into after Year 12?**

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.

---

**How do I find out more about this subject?**

Please contact Ms Leanne Townsend, Head of Department - Mathematics.

**Phone:** (07) 3380 6112  
**Email:** ltown7@eq.edu.au
Mathematics B

Code: MAB

Does this subject contribute toward an OP?  
✔ YES (Authority)

How many points does this subject contribute towards the QCE?  
4 points

What is Mathematics B?  
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,
- the capacity to justify mathematical arguments and make decisions,
- the capacity to communicate about mathematics in a variety of forms.

What makes a student suited to Mathematics B?  
Students who achieve success in Mathematics B are those who are able to:
- collect, analyse and organise information, as well as communicate ideas and information,
- plan and organise activities, and work with others,
- use mathematical ideas and techniques, solve problems and use technology.

What do students study in this subject and how are they assessed?  

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Introduction to Functions</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Rates of Change</td>
<td></td>
</tr>
<tr>
<td>Periodic Functions and Application</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Applied Statistical Analysis</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Introduction to Functions</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Rates of Change</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Exponential and Logarithmic Functions and Applications</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Optimisation using Derivatives</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Rates of Change</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Periodic Functions and Applications</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Introduction to Integration</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Applied Statistical Analysis</td>
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<tr>
<td>Optimisation using Derivatives</td>
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<tr>
<td>Semester 4</td>
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<tr>
<td>Periodic Functions and Applications</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Exponential and Logarithmic Functions &amp; Applications</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Introduction to Integration</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Optimisation using Derivatives</td>
<td></td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?  
Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated a high sound level of achievement (‘B’ standard) or better in Year 10 Mathematics (MAT) or a ‘C’ or better in Year 10 Extension Mathematics (MAX).

What other information do I need to know?  
A Graphics Calculator is required – Texas Instruments Ti84 is our preference (it is offered for hire for $40/year or can be purchased outright [$190 new]). A stationery kit with the following is also required: ruler, compass, protractor, pencils, eraser as well as any other item as deemed necessary by the teacher.

What pathways or options could this subject lead into after Year 12?  
Mathematics B is a recommended precursor to tertiary subjects with high demands in mathematics, especially in the areas of science, medicine, mining, engineering, IT, mathematics, finance, business and economics.

How do I find out more about this subject?  
Please contact Ms Leanne Townsend, Head of Department - Mathematics.
Phone:  [07] 3380 6112  
Email:  ltown7@eq.edu.au
Mathematics C

Does this subject contribute toward an OP? ✓ YES (Authority)

How many points does this subject contribute towards the QCE? 4 points

What is Mathematics C?
Mathematics C involves the study of mathematical concepts such as groups, real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, dynamics, and advanced periodic and exponential functions. These are used to develop:

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

What makes a student suited to Mathematics C?
Students who achieve success in Mathematics C are those who are able to:

- collect, analyse and organise information, as well as communicate ideas and information,
- plan and organise activities, and work with others,
- use mathematical ideas and techniques, solve problems and use technology.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Introduction to Groups</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Real and Complex Number Systems</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Matrices and Applications</td>
<td>Written Examination</td>
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<tr>
<td>Vectors and Applications</td>
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<tr>
<td>Structures and Patterns</td>
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<tr>
<td>Semester 2</td>
<td></td>
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<tr>
<td>Matrices and Applications</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Vectors and Applications</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Structures and Patterns</td>
<td>Written Examination</td>
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<tr>
<td>Linear Programming</td>
<td></td>
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<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Real and Complex Number Systems</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Matrices and Applications</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Vectors and Applications</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Real and Complex Number Systems</td>
<td></td>
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<tr>
<td>Calculus and Dynamics</td>
<td></td>
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<tr>
<td>Semester 4</td>
<td></td>
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<tr>
<td>Structures and Patterns</td>
<td>Written Examination</td>
</tr>
<tr>
<td>Calculus and Dynamics</td>
<td>Extended Modelling and Problem Solving Report</td>
</tr>
<tr>
<td>Linear Programming</td>
<td>Written Examination</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Due to the range and complexity of assessment items involved in this course of study, students should have demonstrated a ‘B’ level of achievement or higher in Year 10 Mathematics Extension (MAX). Mathematics C must be studied in conjunction with Mathematics B.

What other information do I need to know?
A Graphics Calculator is required – Texas Instruments Ti84 is our preference (it is offered for hire for $40/year or can be purchased outright [$190 new]). A stationery kit with the following is also required: ruler, compass, protractor, pencils, eraser as well as any other item as deemed necessary by the teacher.

What pathways or options could this subject lead into after Year 12?
This subject provides preparation for tertiary subjects with high demands in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, business and economics.

How do I find out more about this subject?
Please contact Ms Leanne Townsend, Head of Department - Mathematics.
Phone: (07) 3380 6112
Email: ltown7@eq.edu.au
Modern History

Code: MHS

Does this subject contribute toward an OP?  
YES (Authority)

How many points does this subject contribute towards the QCE?  
4 points

What is Modern History?

Modern History is the study of the events that have shaped the experiences of the modern world. As such the curriculum focuses on events of the 19th and 20th century.

This course develops and enhances critical analysis, evaluation and problem-solving techniques. In this subject, students will acquire sound research skills, which are critical to success in tertiary study.

What makes a student suited to Modern History?

Students who achieve success in Modern History are those who:

- have an inquiring mind, a commitment to social justice and an interest in university study,
- have demonstrated a solid ability to comprehend written and visual text,
- are able to work both independently and in a team environment,
- are complementing their study of Humanities-based subjects or are seeking to provide a balance to a Maths/Science based program in order to develop written communication and research skills.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>The Russian Revolution</td>
<td>Written research assignment</td>
</tr>
<tr>
<td></td>
<td>The British-Irish conflict</td>
<td>Stimulus response exam</td>
</tr>
<tr>
<td></td>
<td>The dismissal of the Whitlam government</td>
<td>Extended written response</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Studies of powerful women</td>
<td>Researched multi-modal presentation</td>
</tr>
<tr>
<td></td>
<td>Dictators</td>
<td>Stimulus response exam</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Australia at war</td>
<td>Researched multi-modal presentation</td>
</tr>
<tr>
<td></td>
<td>‘Reds under the beds’ - communism</td>
<td>Response to stimulus exam</td>
</tr>
<tr>
<td>Semester 4</td>
<td>The role of indigenous Australians – past and present</td>
<td>Written research assignment</td>
</tr>
<tr>
<td></td>
<td>The winds of change – the elements, which have shaped Australian society</td>
<td>Stimulus response exam</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated proficiency in oral and written communication in Year 10 English, achieving a sound level of achievement ('C' standard) at minimum. Students will preferably also have attained a sound level of achievement in Year 10 History or Geography.

What other information do I need to know?

Whilst there are no mandatory requirements for this subject, students are provided with educational opportunities as they arise including visits to museums and exhibitions.

What pathways or options could this subject lead into after Year 12?

The focus on critical analysis and evaluation, combined with the concentration on written communication and research skills make this subject invaluable to students wishing to pursue a tertiary pathway.

These skills transfer across all areas of tertiary study, however students who study Modern History often pursue courses in the Arts, Media, Education, Politics and Law.

How do I find out more about this subject?

Please contact Mrs Maxine Doyle - Head of Department Social Science and LOTE

Phone:  (07) 33806119  Email:  mdoyl11@eq.edu.au
Music

Code: MUS

Does this subject contribute toward an OP?  ✔ YES (Authority)

How many points does this subject contribute towards the QCE?  4 points

What is Music?

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. A study of music helps students understand and heighten the enjoyment of the arts in their lives and the music heritage of a range of cultures. Studying Music fosters students’ confident expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Through Music, students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate. They are also encouraged to become adept in using various music-related technologies. Students build on the foundation established in Years 8-10, applying their developing audiation through an exploration of the musical elements within a variety of contexts, genres and styles to achieve the interrelated general objectives of analysing repertoire, composing and performing.

What makes a student suited to Music?

Students develop “audiation”, which is the process by which the brain makes sense of what the ear hears, or the ability to “think in sound”. They apply their developing audiation through exploring the musical elements: duration, dynamics, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.

Students who achieve success in Music are those who:

- have a willingness to perform and compose music to demonstrate the music conventions of different cultures,
- write idiomatically for specific instruments, voices (including word setting) and other sound sources,
- interpret notation within context, style and genre to make decisions about the performance,
- sing and play rhythms or melodies to help analyse repertoire,
- create and notate rhythms, melodies and harmonic progressions,
- use sight singing, sight playing and score reading to gain a fuller understanding of notated scores,
- sing and play or conduct excerpts, themes and accompaniments from studied and unstudied works,
- explore innovative music-making techniques and the manipulation of musical elements through electronic and new media,
- experiment with alternative methods of representing sound, as well as collaborate in groups to manage tasks.

What do students study in this subject and how are they assessed?

Students study music by:

- analysing and evaluating repertoire from a variety of social and cultural contexts,
- creating music compositions in a variety of genres and styles; students are encouraged to move towards developing their own creative style,
- performing musical repertoire by playing an instrument, singing or conducting; performing may include solo or ensemble experiences.

A wide range of assessment techniques are used to judge student achievement. These include:

- extended writing,
- formal examination,
- oral, such as interview, viva voce, debate, seminar,
- compositions (in any style) for instruments, voice, and combinations of these, compositions generated by electronic means and contemporary technologies, compositions that respond to particular stimuli - e.g. another composer’s work or a visual stimulus such as a film clip or advertisement,
- performance (in any style) such as small ensemble, solo performance, performance of student compositions, improvisation, conducting, performance from the co-curricular vocal or instrumental program, accompaniment.

Achievement in Music is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are: Composing, Performing and Analysing Repertoire.
Possible Topics Studied | Possible Assessment Method
--- | ---
**Year 1** Semester 1 | Riffs, Loops and Ostinatos  
– study of music from various eras | • Composition  
• Analysing repertoire - examination
On the Veranda  
– Folk music of Australia | • Composition  
• Group performance  
• Multimedia presentation

**Semester 2** | Radicals: Champions of Change  
- Composer that made a difference | • Analysing repertoire examination  
• Solo Performance  
• Composition

**Year 2** Semester 3 | Ugly Ducklings  
– Music of the Modern Era | • Analysing repertoire assignment  
• Composition  
• Performance (sdo)
I Got Rhythm  
– Music of the Theatre | • Composition  
• Performance (Solo or Group)  
• Analysing Repertoire Examination

**Semester 4** | Instrumental Music (Year 11) | • Composition  
• Examination
Beyond the Classroom  
– an independent study | • Analysing repertoire OR  
• Performance OR  
• Composition

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**What prerequisites must students meet in order to take this subject?**

It is assumed that students entering this course have been working with or have experience with the skills and concepts of level 5 or higher of the music strand of the Years 1-10 Key Learning Area (KLA) syllabus—The Arts (2002). This experience could be gained in or out of school and may or may not be associated with a particular syllabus.

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**What other information do I need to know?**

It is presumed that each student has some proficiency in a musical instrument or voice. These instruments will be expected to be practiced and used for performance assessment. Throughout the year excursions will be available and seasoned professionals will called in to work with students. It is compulsory for students to attend these excursions and workshops as they will be used for assessment. These will incur an individual cost for each student.

Music incurs a levy to cover the use maintenance of instruments, photocopying use of books for classroom use.

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**What pathways or options could this subject lead into after Year 12?**

After high school, students may further their study in the field of music through Certificate courses in Music at TAFE or various universities throughout Australia, gaining entry to diploma or bachelor degrees. Studies which may be undertaken are: classical music, jazz, popular music, music theatre, composition, pedagogy and music education and music research.

Further study in the music may lead to career pathways in the: performance, education, composition, music production and recording or music therapies.

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**How do I find out more about this subject?**

Please contact Mrs Louise Bamford-Mareroa, Head of Department, The Arts  
Phone: (07) 33806141  
Email: lbamf1@eq.edu.au
Or please contact Mr Trevor Hunter, Subject Co-ordinator/Teacher  
Phone: (07) 33806145  
Email: thunt3@eq.edu.au
Music Extension

Does this subject contribute toward an OP? ✓ YES (Authority)
How many points does this subject contribute towards the QCE? 2 points

What is Music Extension?

Music Extension is an exciting, challenging course for students enrolled in Senior Music and is studied in Year 12 only. Students undertaking Music Extension will choose one of three specialisations — composition, musicology or performance — as a context for expressing music ideas and developing personal music style. As a composer, musicologist or performer students will be encouraged to develop techniques and skills in their chosen specialisation and to communicate music ideas through compositions, musicological presentations, or performances.

As the focus is on self-directed, independent learning, students will be able to plan their own course of study. Students can select their own repertoire for performance, create their own music and/or select their own topics for research. Students may also be involved in individual instruction and practice, personal research, classroom learning experiences and ensemble rehearsal.

What makes a student suited to Music Extension?

Students who choose the composition specialisation will create their own music in a style or genre that allows them to best display their emerging skills as a composer. Students’ compositions may be vocal or instrumental, solo or ensemble, notated or recorded, and may be generated by electronic means and contemporary technologies.

Students who choose the musicology specialisation will be engaged in a research-based study of music. This specialisation may involve document study, archival research, field research, stylistic analysis, and/or cross-disciplinary studies. The range of fields within Musicology includes historical musicology, ethnomusicology, philosophy of music, psychology of music, and acoustics.

Students who choose the performance specialisation will be performing as a soloist, a member of an ensemble, an accompanist, a conductor, or any combination of these.

Students should select repertoire in the style/s or genre/s that allows them to best display their emerging skills as a performer and which allows them to demonstrate the exit standards described in the syllabus.

What do students study in this subject and how are they assessed?

Depending on their chosen specialisation, students will be:

- developing their music memory and aural skills, as well as discussing and experimenting with music ideas,
- exploring innovative music-making techniques and compositional ideas,
- exploring the capabilities of instruments, voices and other sound sources,
- undertaking interviews, research and field studies,
- experiencing live performances as an audience member and/or performer,
- rehearsing, critiquing, refining and reflecting on their developing work, and developing an individual style.

Over the two semesters, students will be required to present one ‘investigating’ task and two ‘realising’ tasks. In the ‘investigating’ task, students will research, explore, analyse and synthesise evidence from a range of music sources such as scores, audio and visual recordings, live performances, case studies, essays, lectures, journals or musicology surveys, and present their findings through an extended written response, a multimedia or oral presentation.

In the two ‘realising’ tasks, depending on their specialisation, students will show the development and refinement of their technique and skills and express their music ideas in “the work” (that is, their composition, performance or musicological presentation).

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Investigative Task</td>
<td></td>
</tr>
<tr>
<td>Realising task (monitoring)</td>
<td></td>
</tr>
<tr>
<td>Performance strand – min 3 minutes length</td>
<td>Solo performance/ensemble/improvisation /conducting</td>
</tr>
<tr>
<td>Musicology strand – 1000 to 2000 words/ 5-8 minutes</td>
<td>Written task/oral presentation/multimedia presentation</td>
</tr>
<tr>
<td>Composition strand – one minute in length</td>
<td>Composition work</td>
</tr>
</tbody>
</table>

Springwood State High School – Subject Selection Handbook – Year 11 2016
What prerequisites must students meet in order to take this subject?
Students entering this course do so in Year 12 and must be studying in the parent subject of Senior Music. As there is a significant level of research and assignment assessment, students must be demonstrating a sound level of achievement (‘C’ minimum) in English.
There will be an audition/interview to showcase the student’s ability in performance, composition or musicology. This process will determine the level of ability of the candidates and their possible acceptance into the course.

What other information do I need to know?
It is presumed that each student has some proficiency in a musical instrument or voice. These instruments will be expected to be practiced and used for performance assessment.
Music Extension has the expectation that the student has a certain level of self-direction and will work on the areas of study in individual practice/tutorials/ensemble rehearsal or self-motivated research. Performance and class time is scheduled and is a compulsory time to mediate with the teacher.
Music Extension incurs a levy to cover the use maintenance of instruments, photocopying use of books for classroom use.

What pathways or options could this subject lead into after Year 12?
After high school, students may further their study in the field of music through Certificate courses in Music at TAFE or various universities throughout Australia, gaining entry to diploma or bachelor degrees. Studies which may be undertaken are: classical music, jazz, popular music, music theatre, composition, pedagogy and music education and music research.
Further study in the music may lead to career pathways in the: performance, education, composition, music production and recording or music therapies.

How do I find out more about this subject?
Please contact Mrs Louise Bamford-Mareroa, Head of Department, The Arts
Phone: (07) 33806141 Email: lbamf1@eq.edu.au
Or – please contact Mr Trevor Hunter, Subject Co-ordinator/Teacher
Phone: (07) 33806145 Email: thunt3@eq.edu.au
Physical Education

Code: PED

Does this subject contribute toward an OP?  
 ✓ YES (Authority)

How many points does this subject contribute towards the QCE?  
 4 points

What is Physical Education?

Physical Education is a broad-ranging course which requires students to have a high level of physical ability and written comprehension. This course allows students to acquire knowledge, skills and abilities across a range of sports and develop knowledge of topics relating performance in, about and through physical activity. In this subject, students will develop skills and gameplay strategies in team and individual sports and complete extended written assessment which will require students to work independently to gather data and research.

What makes a student suited to Physical Education?

Students who achieve success in Physical Education are those who:

- have a high level of physical skill and demonstrate an ability to adapt game strategy across a range of sports,
- will potentially study in a sport related field after graduating from Secondary Education,
- are able to read and comprehend substantial written material at a high level,
- are able to work independently and as part of a group, devoting their own time to research and developing a focus of study.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Badminton &amp; Skill Acquisition</td>
<td>Unseen Exam Essay &amp; Physical Performance</td>
</tr>
<tr>
<td></td>
<td>Touch &amp; Sociology of Sport</td>
<td>Research Essay &amp; Physical Performance</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Golf &amp; Biomechanics</td>
<td>Multimodal Presentation &amp; Physical Performance</td>
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<tr>
<td></td>
<td>Tennis &amp; Training Methods</td>
<td>Analytical Report &amp; Physical Performance</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Tennis &amp; Sociology of Sport</td>
<td>Research Report &amp; Physical Performance</td>
</tr>
<tr>
<td></td>
<td>Touch &amp; Training Programs</td>
<td>Supervised Written &amp; Physical Performance</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Golf &amp; Biomechanics</td>
<td>Multimodal Presentation &amp; Physical Performance</td>
</tr>
<tr>
<td></td>
<td>Badminton &amp; Sociology of Sport</td>
<td>Supervised Written &amp; Physical Performance</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Due to the range and complexity of assessment items (practical assessment weighted at 50% & written or oral assessment weighted at 50%) involved in this course of study, students should have demonstrated proficiency in Physical Education achieving a B in Year 10 Physical Education or Sport Extension and a High C in Year 10 English.

What other information do I need to know?

A sports uniform will be mandatory for participation in the physical activity component of the course, appropriate footwear is also required. A notebook or folder is required for the written component of the course. Computer and internet access at home would be an advantage.

Students will also be required to attend the following compulsory excursions which will incur additional costs:
- golf excursions in Year 11 and golf excursions in Year 12.

What pathways or options could this subject lead into after Year 12?

While Physical Education is not a pre-requisite subject for studying in a sports related course at university, students pursuing a tertiary pathway in this field will develop key physical attributes, knowledge, research and analytical skills through this subject, that would allow greater understanding and therefore success in their course of study. Further study in the Sport and Physical Recreation field may lead to career pathways in the: Teaching, Sport and Exercise Science, Physiotherapy, Fitness Instructor, Sports Administrator, Personal Trainer, Sports Journalist, Professional Sportsperson, Referee, Ambulance Officer, Nursing, Police, or Armed Services.

How do I find out more about this subject?

Please contact Mr Steve Hodges, Head of Department Health and Physical Education.

Phone:  (07) 3380 6142  
Email:  shodg72@eq.edu.au
Physics

Does this subject contribute toward an OP?  
✓ YES (Authority)

How many points does this subject contribute towards the QCE?  
4 points

What is Physics?
The development of understanding of physical phenomena occurs in physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences. As a result, physics has become one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories expressed in mathematics.

Two clear reasons emerge for the study of Physics at senior level. First, it is the study of the universe and how it works, and second, its applications have produced and continue to produce benefits to our society. Participating in a course of study derived from the Physics syllabus will immerse students in both the practical and the contextual aspects of the discipline. It will facilitate the growth of student awareness of the construction of physical understandings from personal, social and global perspectives. A course developed from this syllabus embraces the intrinsic “hands on” nature of the subject and provides students with opportunities to develop the key competencies1 in contexts that arise naturally from the subject matter.

This course allows students to acquire knowledge, skills and abilities to allow students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. An understanding of Physics adds to and refines the development of students’ scientific literacy. Participating in a course of study derived from the Physics syllabus, working scientifically and enacting scientific inquiries, investigations and experiments will immerse students in both the practical and the conceptual aspects of the discipline.

In this subject, students will develop:
- the capacity to work scientifically in physics contexts
- the skills to engage in informed scientific inquiry and safe investigation techniques beyond the school context to solve physics problems
- an ability to use technology productively in physics
- an ability to understand and appreciate the physics encountered in everyday life
- a capacity to work as part of a team engaging in cooperative activity
- an ability to communicate understandings of physics
- an appreciation of the issues and impacts of physics.

What makes a student suited to Physics?
Students who achieve success in Physics are those who:
- enjoy the practical and contextual aspects of physical sciences, through working scientifically and enacting scientific inquiries, investigations and experiments,
- construct physical understandings from academic, personal, social and global perspectives,
- develop an intrinsic “hands on” nature of the subject,
- understand and appreciate Physics in real-world, relevant contexts,
- think creatively and rationally about Physics,
- wish to be challenged to understand and act responsibly on Physics-related problems and issues,
- communicate effectively in a range of modes – i.e. reports and extended investigations.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Introduction to the Physics</td>
<td>Unit 1 Test: 70 minutes under exam conditions using multiple choice and short items.</td>
</tr>
<tr>
<td>Sensing Our World: The Sounds of Music</td>
<td>Unit 2 Response to Stimuli Written Task: Paragraph responses and response to seen or unseen stimulus</td>
</tr>
<tr>
<td>A World of Movement: Cars – Speed and Safety</td>
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</tr>
</tbody>
</table>
material.

Unit 2 Exam (2 hours): multiple choice, short items and practical items.

Folio: 8-10 items from practical laboratory activities and second-hand data activities.

| Semester 2 | Up, Up and Away: Rocket Science | Extended Experimental Investigation: involving research, design and development of projectile/rocket for maximum efficiency. 4 weeks – teacher supervised research project. |
| Semester 2 | Out of This World: Satellites – Discovering the Solar System | End of Semester 2 Exam: (Units 3 & 4): 2 hours, exam conditions, using multiple choice, short items and practical items, paragraph responses. |

| Semester 3 | Electrifying Issues: Power in the Home | Extended Experimental Investigation: of a range of possible activities around the home and usage of household electricity. |
| Semester 3 | Atomic Issues: Search for Understanding | Response to Stimulus: paragraph response to seen or unseen stimulus material. |

| Semester 4 | Electromagnetism: Power in the Home | Unit Test: 2 hours, exam conditions, paragraph response to seen or unseen stimulus material. |
| Semester 4 | Basic Electronics: Electronic Devices | Folio: 8-10 practical laboratory work from units 5, 6 & 7. |

| Semester 4 | Unit 8 Test: 70 minutes, multiple choice, short items and practical items from electronics, supervised exam conditions. |

What prerequisites must students meet in order to take this subject?

A Sound Level of Achievement (C minimum) in Year 10 Science and Mathematics is required for students to study Physics in Years 11 and 12. It is also recommended that students undertaking Physics in Year 11 and 12 also study Mathematics B.

What other information do I need to know?

Specialised equipment required: Scientific/graphics calculator (details given in class). Physics - A Contextual Approach textbook, compulsory field excursions, additional fees will apply for this subject.

What pathways or options could this subject lead into after Year 12?

Medicine, Engineering, Electronics, Electrician, Pathology, Mechanical work, Hydraulics work, Physiotherapy, Science teaching, Optometry medicine, Architecture, Radiology, Dentistry, Computer technician (hardware), Aviation.

How do I find out more about this subject?

Please contact Ms Shannon Boyes, A/ Head of Department – Science

Phone: (07) 3380 6126

Email: sboye11@eq.edu.au
Science 21

Does this subject contribute toward an OP?

✓ YES (Authority)

How many points does this subject contribute towards the QCE?

4 points

What is Science 21?

Science 21 is a broad-ranging course which exposes students to a variety of science disciplines. We are increasingly exposed to environments and situations that require knowledge of science and scientific ways of thinking. Scientifically and technologically advanced tools are commonplace in our everyday lives. In this century citizens must not only be literate, they must also be scientifically literate.

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

This course of Science21 allows students to acquire knowledge, skills and abilities in:

- knowledge and understanding of science
- skills in scientific investigative processes
- appreciation of scientific issues and the impacts of science
- the capacity to communicate about science.

In this subject, students will develop a broad understanding of the relevant science in today’s scientific and technological age. The interdisciplinary nature of Science21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science.

What makes a student suited to Science 21?

Students who achieve success in Science 21 are those who:

- enjoy the practical and contextual aspects of science, through working scientifically and enacting scientific inquiries, investigations and experiments,
- construct scientific understandings from academic, personal, social and global perspectives,
- develop an intrinsic “hands on” nature of the subject,
- understand and appreciate science in real-world, relevant contexts,
- think creatively and rationally about science,
- wish to be challenged to understand and act responsibly on science-related problems and issues,
- communicate effectively in a range of modes – i.e. reports and extended investigations.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#2 The Restless Earth</td>
<td>2. Supervised Written Assessment. Disasters &amp; Energy, 1.5 hours.</td>
</tr>
<tr>
<td></td>
<td>#3 Nuclear &amp; Alternative Energy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#5 Rockets and Other Worlds</td>
<td>b. Report on a practical activity, 300-500 words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Oral 2-4 minutes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Supervised Written Assessment. Forensics, Rockets and Other worlds, 1.5 hours.</td>
</tr>
<tr>
<td></td>
<td>#7 Survive That Drive</td>
<td>7. Extended Response Task. Climate change – fact or fiction? Report: 1000 - 1500 words (analysis, discussion, recommendations &amp; conclusion)</td>
</tr>
</tbody>
</table>
|            | #8 Climate Change                     | 8. Supervised Written Assessment. Brewing, Wine, Cars }
### What prerequisites must students meet in order to take this subject?

A Sufficient Achievement (C minimum) in Year 10 Science, Mathematics and English is required for students to study Science 21 in Years 11 and 12.

### What other information do I need to know?

Specialised equipment required: Science 21 textbook, compulsory field excursions that will incur additional fees.

### What pathways or options could this subject lead into after Year 12?

Science 21 is an interdisciplinary science course that encourages students to develop a broad understanding of science relevant to the young adult. In today’s scientific and technological age, it is recommended for all students who are interested in science. This subject can complement any science area of study at university, TAFE or the workplace.

### How do I find out more about this subject?

Please contact Ms Shannon Boyes, A/Head of Department – Science

**Phone:** (07) 3380 6126  
**Email:** sboye11@eq.edu.au
Visual Art

Code: ART

Does this subject contribute toward an OP?

✔ YES (Authority- Registered)

How many points does this subject contribute towards the QCE?

4 points

What is Visual Art?

Visual Art is a powerful and pervasive means which students use to make images and objects communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and “read” is fundamental to becoming a critical consumer and/or producer of artworks. This course allows students to develop conceptual skills and abilities in preparing them for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic.

What makes a student suited to Visual Art?

Students who achieve success in Visual Art are those who:

- value and are confident in their own creative ability and respond personally to new ideas,
- demonstrate a critical and sensitive awareness of expressive, functional and aesthetic qualities of the visual environment and also value diversity and cultural contexts.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Interactions:</td>
<td>Appraising – short response (1)</td>
</tr>
<tr>
<td>Representing Form</td>
<td>Making experimental folios (2)</td>
</tr>
<tr>
<td>Altering Form</td>
<td>Appraising – essay (1)</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Layers:</td>
<td>Making folios (2)</td>
</tr>
<tr>
<td>External</td>
<td>Appraising – essay (1)</td>
</tr>
<tr>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Transformations</td>
<td>Making body of work (1)</td>
</tr>
<tr>
<td></td>
<td>Appraising assignment (1)</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Power</td>
<td>Making body of work (1)</td>
</tr>
<tr>
<td></td>
<td>Appraising assignment (1)</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated sound skills in Art and English in Year 10, achieving a sound level of achievement (‘C’ standard) at minimum.

What other information do I need to know?

A SUBJECT LEVY OF $40 APPLIES FOR EACH YEAR OF THIS COURSE.

Most specialised equipment is covered by the Student Resource Scheme but basic equipment such as pencils (B types), ruler, sharpener, felt pens, fine tip black markers, erasers, visual diary and any other resources needed to complete art assessments need to be covered personally. Excursions will also require permission and extra expenses.

What pathways or options could this subject lead into after Year 12?

After high school, students may further their study in the field of Visual Art through many TAFE and university courses within vocations such as: Teaching, Advertising, Animation, Gallery Administration, Printmaking Industries, Graphic Design, Photography, Fashion/Textile Design, Set/Stage Designer.

How do I find out more about this subject?

Please contact Mrs Louise Bamford-Mareroa, Head of Department – The Arts

Phone: (07) 3380 6141

Email: lbamf1@eq.edu.au
AUTHORITY REGISTERED
(non-OP)
SUBJECTS

For students pursuing a technical, TAFE or trade pathway at the completion of Year 12.
Aquatic Practices

Does this subject contribute toward an OP?

◆ NO (Authority- Registered)

How many points does this subject contribute towards the QCE?

4 points

What is Aquatic Practices?

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

Safety and management are central to all aspects of Aquatic Practices. Practicing responsible action in all water-related activities is vital to the safety of people in work-related and recreational activities. Understanding of the culturally diverse relationships with the sea and inland waters experienced by different communities, including the communities of Aboriginal people, Torres Strait Islanders and South Sea Islanders is developed in this study.

Awareness of the commercial, environmental, recreational and cultural significance of lakes, rivers and the sea helps students appreciate, respect and manage wisely the role of these waterways in their lives. Oceans and inland waters support significant industries in recreation, tourism, transport, mining, and food harvesting and cultivation. Aquatic Practices provides unique learning experiences and can enhance students’ employment opportunities in these industries and can establish a basis for their further training.

Aquatic Practices is a dynamic course which aims to assist students to develop:

- an understanding of commercial, environmental, recreational and cultural aspects of the sea, inland waters and associated catchment areas,
- a responsible and caring attitude towards the safety, health and wellbeing of themselves and others in work-related and recreational situations,
- knowledge, practical skills and work related practices which are essential for effective participation in the workforce in general, and in the marine and aquatic industries specifically.

What makes a student suited to Aquatic Practices?

Students who achieve success in Aquatic Practices are those who:

- have the ability to plan and work cooperatively, as well as the ability to problem solve,
- wish to improve literacy and numeracy skills,
- have the ability to access and communicate information effectively to others,
- appreciation for the protocols for working within a traditional land rights context,
- respect for culturally diverse relationships with the sea and inland waters experienced by different communities, including Aboriginal, Torres Strait Islander and South Sea Islander communities,
- develop attitudes that contribute to lifelong personal and professional development,
- apply ethical and responsible attitudes in the marine work environment.

Students should consider studying Aquatic Practices if they enjoy:

- the study of all things marine and wish to improve their knowledge and understanding,
- analysing and evaluating case studies, undertaking research, using computers, internet and simulations,
- oral presentations, participating in excursions, designing, constructing marine equipment.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Water Safety</td>
<td>Written tests</td>
</tr>
<tr>
<td>Shipwrecks</td>
<td>Mariner skills</td>
</tr>
<tr>
<td>Freshwater Studies</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>Marine Animals</td>
<td>Field work and folio of work</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Navigation</td>
<td>Written tests</td>
</tr>
<tr>
<td>Aquariums</td>
<td>Mariner skills</td>
</tr>
<tr>
<td>Underwater Farming</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>Crayfish &amp; Aquaculture</td>
<td>Field work and folio of work</td>
</tr>
</tbody>
</table>
**Semester 3**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>Written tests</td>
</tr>
<tr>
<td>Snorkelling</td>
<td>Mariner Skills</td>
</tr>
<tr>
<td>Weather &amp; Oceans</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>Coastlines &amp; Estuaries</td>
<td>Field work</td>
</tr>
<tr>
<td>Coastal Engineering</td>
<td>Folio of work</td>
</tr>
<tr>
<td>Waves, Tides &amp; Currents</td>
<td></td>
</tr>
</tbody>
</table>

**Semester 4**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishing</td>
<td>Written tests</td>
</tr>
<tr>
<td>Food from the Sea</td>
<td>Mariner Skills</td>
</tr>
<tr>
<td>Marine Industries &amp; Marine Employment</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>Powerboating</td>
<td>Field work and folio of work</td>
</tr>
</tbody>
</table>

**What prerequisites must students meet in order to take this subject?**

Students must have achieved a sound Level of Achievement (C minimum) in Year 10 Science.

**What other information do I need to know?**

Specialised equipment required: *An Introduction to Marine Studies 2nd Edition*, compulsory excursions, extra costs are applicable. Aquatic Practices students are invited to attend the Heron Island Camp (August 2015).

**What pathways or options could this subject lead into after Year 12?**


**How do I find out more about this subject?**

Please contact Ms Shannon Boyes, A/Head of Department – Science

**Phone:** (07) 3380 6126  
**Email:** sboye11@eq.edu.au
Business Studies SAS

Code: 6402/BSQ

Does this subject contribute toward an OP?
✓ NO (Authority- Registered)

How many points does this subject contribute towards the QCE?
4 points

What is Business Studies?
Business Studies allows you to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. It will help you to develop the knowledge and skills needed in the business sector – which is estimated to employ over 2 million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector across a range of business contexts. Through your learning across the core ‘Business practices’ and ‘Business functions’, you will experience the knowledge and skills used when working in a business, exploring and applying these through a variety of business contests.


What makes a student suited to Business Studies?
Students who achieve success in Business are those who:
- have a willingness to engage in a range of learning experiences including team/group work, information and communication technologies, organisational and time management skills,
- will potentially seek employment in the business sector,
- are able to read and comprehend written material at a sound level,
- are able to work independently and as part of a group/team, and willing to work on tasks in their own time.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Customer service</td>
<td>Project (group) written and spoken</td>
</tr>
<tr>
<td></td>
<td>Financial administration</td>
<td>Examination – short response test</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Social media and marketing</td>
<td>Expanded response to stimulus - written</td>
</tr>
<tr>
<td></td>
<td>International business</td>
<td>Expanded response to stimulus - multimodal</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Market day/School venture</td>
<td>Project (team) - written, practical components</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Computerised accounting</td>
<td>Examination – short response test</td>
</tr>
<tr>
<td></td>
<td>Managing human resources</td>
<td>Expanded response - multimodal</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students should have demonstrated sound written and spoken communication skills (a ‘C’ in English) and sound numeracy skills in Year 10 (a ‘C’ in Mathematics).

What other information do I need to know?
Information technologies are incorporated into aspects of this course. It is recommended students have access to a computer and the Internet outside of class time to complete homework and assignment work.

What pathways or options could this subject lead into after Year 12?
After high school, students may seek employment in the business sector such as finance, entertainment, events management, health and wellbeing, legal, media, mining, real estate, retail, sports management, technical, tourism and travel or choose to undertake further study in the business field through a range of courses offered through TAFE.

How do I find out more about this subject?
Please contact Ms Teresa Derosas, Head of Department, Business and Hospitality
Phone: (07) 3380 6174
Email: Tdisa1@eq.edu.au
Drama Studies

Does this subject contribute toward an OP?  ❌ NO (Authority- Registered)

How many points does this subject contribute towards the QCE?  4 points

What is Drama Studies?
Drama Studies involves the making, exploration of techniques, processes and technologies individually and in groups to create theatrical experiences. It is explored via the dimensions of maker, performer and technician. Drama Studies facilitates the development of skills in both educational and personal contexts. Alongside gaining an understanding and skills in performance, students develop important life skills which are applicable beyond school. Drama Studies develops skills in: effective communication, leadership, teamwork, organisation, self-management, conflict resolution and innovation. Drama Studies also assists in the development of confidence, self-esteem and emotional intelligence.

What makes a student suited Drama Studies?
Students who achieve success in Drama Studies are those who:
- have a willingness to perform and enjoy working in both group and individual contexts,
- possess an interest in seeking work or study in the Creative Arts Industry,
- wish to develop confidence in oral presentations and speaking to groups,
- are able to read and comprehend written material at a sound level,
- are able to work independently and as part of a group, devoting their own time to performance rehearsals,
- develop life skills such as: organisation, effective communication and developing confidence.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Introduction to Drama</td>
<td>Group Performance</td>
</tr>
<tr>
<td>Autobiographical Statement</td>
<td>Pitch &amp; Response to Oral Questioning</td>
</tr>
<tr>
<td>Physical Theatre</td>
<td>Group Performance &amp; Written Reflections</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Theatre in Education</td>
<td>Perform a play to public audience</td>
</tr>
<tr>
<td>Theatre of the Oppressed</td>
<td>Students submit teacher’s notes</td>
</tr>
<tr>
<td></td>
<td>Students submit extended written reflection in which they demonstrate an understanding of dramatic terminology</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Styles of Drama</td>
<td>Script Writing</td>
</tr>
<tr>
<td>Community Arts</td>
<td>Health and Safety Test &amp; Group Work Skills</td>
</tr>
<tr>
<td></td>
<td>Response to Oral Questioning</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Stage Management</td>
<td>Prompt Copy, Call a Show &amp; Organise Rehearsal</td>
</tr>
<tr>
<td>Showcase Performance</td>
<td>Performance to Public Audience</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students should demonstrate a willingness to participate in class activities and work with commitment and focus.

What other information do I need to know?
Students will attend an incursion with the Arts Council. Some extra costs will be associated with the subject.

What pathways or options could this subject lead into after Year 12?
Drama Studies is supportive of a range of pathways as it consolidates skills in confidence, oral communication, public speaking and creativity. Students could use Drama Studies as an important foundation subject for work in: the retail sector; administration; child care; business; media and public relations; human resources. After high school, students may pursue their study of Drama via TAFE courses in the Creative Industries which may be a pathway for further study as a Bachelor Degree in Drama, Theatre and Creative Industries – Acting, Stage Managing, Producing, Theatre in Education.

How do I find out more about this subject?
Please contact Mrs Louise Bamford-Mareroa, Head of Department – The Arts
Phone: (07) 3380 6141  Email: lbamf1@eq.edu.au
OR
Ms Tamara Bruford, Subject Co-ordinator/Teacher
Phone: (07) 3380 6145  Email: tbruf1@eq.edu.au

Please note: The topics studied and the assessment methods outlined above may be subject to change without notice. Mixed level classes may occur with all students studying the same content areas.
Early Childhood Studies

Does this subject contribute toward an OP? ❌ NO (Authority- Registered)

How many points does this subject contribute towards the QCE? 4 points

What is Early Childhood Studies?
Early Childhood studies is a course designed to ensure quality, social justice and equity in all issues relating to the education and care of children from birth to eight years. This course includes theory, practical and observational work.

This course allows students to develop performance skills and abilities when caring for young children as well as developing educational activities suitable for their development.

In this subject, students will be required to:
- Plan activities and provide care for children
- Facilitate the child’s play
- Provide meaningful leisure activities to enable a child to achieve their developmental milestones

What makes a student suited Early Childhood Studies?
Students who achieve success in Early Childhood Studies are those who have the ability to plan developmentally responsive programs for children and their families, and have...

- a caring and accepting attitude
- strong interpersonal skills
- self-awareness
- skills in critical thinking
- flexibility
- an acceptance of diversity

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early Childhood Development</td>
<td>Project-written, spoken and performance components</td>
</tr>
<tr>
<td></td>
<td>Children’s Services</td>
<td>Investigation-Written Component</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Developing Literacy</td>
<td>Project-written, and performance components</td>
</tr>
<tr>
<td></td>
<td>Behaviour in Early Childhood</td>
<td>Investigation-Written Component</td>
</tr>
<tr>
<td>Semester 3</td>
<td>The Well-being of the Child</td>
<td>Investigation-Written Component</td>
</tr>
<tr>
<td></td>
<td>Play in Early Childhood</td>
<td>Project-written, spoken and performance components</td>
</tr>
<tr>
<td>Semester 4</td>
<td>The Value of Creativity for the Young Child</td>
<td>Project-written, and performance components</td>
</tr>
<tr>
<td></td>
<td>Parents/Environment-How does this affect the Young Child?</td>
<td>Investigation-Written Component</td>
</tr>
</tbody>
</table>

Please note: The topics studied and the assessment methods outlined above may be subject to change without notice. Mixed level classes may occur with all students studying the same content areas.
What prerequisites must students meet in order to take this subject?
No prerequisites are required for this subject; however students should have demonstrated sound oral and written communication in Year 10.

What other information do I need to know?
Students may be required to complete practical observations of childhood development in an early childhood setting such as a playgroup or a childcare centre.

What pathways or options could this subject lead into after Year 12?
After high school, students may further their study in the field of Early Childhood by completing courses offered by private providers, Tafe and universities. Some of these courses may include:
- Certificate III in Children's Services
- Diploma of Children's Services (Early Childhood Education and Care)
- Advanced Diploma of Children's Services
- Bachelor of Early Childhood Studies

Further study in Early Childhood may lead to career pathways in:
- Child Care Assistant
- Family Day Carer
- Nanny
- Playgroup supervisor
- Child Care Worker
- Mobile Assistant
- Out of School Hours Care Assistant
- Recreation Assistant

How do I find out more about this subject?
Please contact Ms Teresa Derosas, Head of Department – Business and Hospitality
Phone:  (07) 3380 6174  Email:  tdisa1@eq.edu.au
English Communication

Does this subject contribute toward an OP?  ❌ NO (Authority- Registered)

How many points does this subject contribute towards the QCE?  4 points

What is English Communication?

This course aims to extend the experiences of students who intend to study at TAFE, or enter the workforce immediately after Year 12. However, students who sit the QCS Test will be given a ranking which may allow them to enter university in one of the degrees that accept English Communication. The course centres around three components:

Work Component - Over the two years, skills are being taught and reinforced which will benefit the student as an employee and as a Team Worker.

Community Component - This deals with: current issues of local and national significance; the importance of the media in shaping opinion; advertising and consumerism; rights and responsibilities and the process involved in job search.

Leisure Component - This affords the students the opportunity to study and respond to language as used in literature, magazines, live theatre, films and in the range of entertainment offered by television and radio.

What makes a student suited to English Communication?

Students who achieve success in English Communication are those who:

- have the ability to speak and write in English,
- will potentially study at TAFE, or enter the workforce after completing year 12,
- wish to develop confidence in oral presentations and speaking to groups,
- are able to read and comprehend written material at a sound level, work independently and as part of a group.

What do students study in this subject and how are they assessed?

Students are assessed on: recognition of task requirements; planning of response, and; control over literary skills. Assessment tasks include items such as: International Travel Preparation; Brochure Design; use of Power Point; and Events Management. Oral presentations of a variety of genres are conducted over the two years.

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Community/Leisure</td>
<td>Auto/biographical writing</td>
</tr>
<tr>
<td>Leisure/Work</td>
<td>Subculture brochure and oral</td>
</tr>
<tr>
<td></td>
<td>Event planning (written) and oral</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Leisure/Community</td>
<td>Essay in booklet form on a movie</td>
</tr>
<tr>
<td>Work/Community</td>
<td>Persuasive oral on reality TV</td>
</tr>
<tr>
<td></td>
<td>Informative oral on a new product</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Work: Conflict resolution</td>
<td>Conflict resolution group oral</td>
</tr>
<tr>
<td>Work: Am I ready for work?</td>
<td>Job application response (written)</td>
</tr>
<tr>
<td>Work: Team Work</td>
<td>Team Work Oral/Skills exam</td>
</tr>
<tr>
<td>Community/Leisure</td>
<td>Argumentative oral on a documentary</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Community/Leisure</td>
<td>Imaginative novel response</td>
</tr>
<tr>
<td>Community/Leisure</td>
<td>Response to articles</td>
</tr>
<tr>
<td>Community/Leisure</td>
<td>Short response exam (unseen)</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated a sound level of achievement in oral and written communication in Year 10.

What other information do I need to know?

Excursions and/or Subject Costs: One per year if suitable opportunities arise.

What pathways or options could this subject lead into after Year 12?

Students will strengthen their skills, with a view to becoming more attractive to potential employers. Achieving a sound achievement (a ‘C’) in one semester of English Communication is one way of satisfying the QCE literacy requirement.

How do I find out more about this subject?

Please contact Mrs Françoise Monange, Head of Department – English

Phone:  (07) 3380 6115  
Email:  fever4@eq.edu.au
Engineering Studies

Code: EGS

Does this subject contribute toward an OP? ✗ NO (Authority-Registered)

How many points does this subject contribute towards the QCE? 4 points

What is Engineering Studies?

Engineering Studies provides entry level skills and knowledge for employment in the manufacturing and related industries.

What makes a student suited to Engineering Studies?

Students who achieve success in Engineering Studies are those who:

- have a willingness to participate in theory and practical classes,
- will potentially use this course to gain employment in the industry,
- wish to develop knowledge and understanding of manufacturing procedures and processes,
- are able to read and comprehend written material to entry level industry standards,
- are able to work independently and as part of a group in theoretical and practical applications.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workshop Safety</td>
<td>Workbooks</td>
</tr>
<tr>
<td></td>
<td>Industry Orientation</td>
<td>Practical Projects</td>
</tr>
<tr>
<td></td>
<td>Metal Fabrication</td>
<td>Observation Sheets</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Metal Machining (Lathe and Milling)</td>
<td>Workbooks</td>
</tr>
<tr>
<td></td>
<td>Welding Processes (Oxy/Acetylene)</td>
<td>Practical Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation Sheets</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Metal Machining and Fabrication</td>
<td>Workbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation Sheets</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Welding Processes (Mig and Tig)</td>
<td>Workbooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observation Sheets</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated sound level of achievement (C) in English and Maths in Year 10.

What other information do I need to know?

A SUBJECT LEVY OF $80 APPLIES FOR EACH YEAR OF THIS COURSE.

A subject levy is charged to cover consumables and workshop equipment for the production of projects. Workbooks and reference materials are supplied by the school under the Student Resource Hire Scheme. Students may undertake a Certificate I in Engineering (3 points QCE) whilst undertaking this course.

What pathways or options could this subject lead into after Year 12?

After high school, students may further their study in the field of Engineering through employment in the Manufacturing Industry as an apprentice/trainee or through TAFE/Private Providers offering Certificate I, II or III courses.

How do I find out more about this subject?

Please contact Mr Neil Jeffers, Head of Department – Design and Technology
Phone: (07) 3380 6111  Email: njeff4@eq.edu.au
Hospitality Practices

Does this subject contribute toward an OP? NO (Authority-Registered)

How many points does this subject contribute towards the QCE? 4 points

What is Hospitality Practices?

Hospitality Practices is both a practical and theoretical course, which covers the three main areas of the industry-food and beverage service, kitchen operations and the inter-relationship between hospitality and events. Success in this course of study allows the student to develop sound practical skills and knowledge in a range of food and beverage preparation and service activities and functions within the hospitality industry. These skills may also lead to future employment in the hospitality/events industries. Success in this course will allow students to develop performance skills and abilities when planning and implementing an event as well as exploring the role of food production and service for these events.

In this subject, students will be required to:
- develop knowledge and skills required for food and beverage production and service,
- prepare a variety of menu items for service,
- organise and operate a restaurant/function to meet a client’s specific requirements,
- be a positive team member by participating in school functions/events (both in school and out of school hours) as required by the Hospitality Department.

What makes a student suited to Hospitality Practices?

Students who achieve success in Hospitality Practices are those who:
- enjoy working with the general public and are able to work productively as a team member,
- demonstrate strong attention to detail and want to develop practical skills in food and beverage production and service,
- are interested in organising events,
- will potentially pursue further study or employment in the Hospitality/Event industry.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Introduction to the hospitality and event industries</td>
<td>Written test</td>
</tr>
<tr>
<td>Importance of communication in hospitality and events</td>
<td>Written research task</td>
</tr>
<tr>
<td>Cultural and social diversity in the industries</td>
<td>Practical observations/food workshops</td>
</tr>
<tr>
<td>Organising and preparing food and beverages</td>
<td></td>
</tr>
<tr>
<td>Safety and hygiene in the industries</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>Working effectively with others in the hospitality/event industries</td>
<td>Practical observations/food workshops</td>
</tr>
<tr>
<td>Organising in-house events and functions</td>
<td>Event planning activities</td>
</tr>
<tr>
<td>The inter-relationship between the events/hospitality industries</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>Food and beverage service</td>
<td>Written test</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>Specialty food and beverage production</td>
<td>Practical observations/food workshops</td>
</tr>
<tr>
<td>Gourmet foods</td>
<td>Written test</td>
</tr>
<tr>
<td>Preparing foods for service</td>
<td>Written research task</td>
</tr>
<tr>
<td>Food presentation</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>Hospitality events such as high tea, Pink Ribbon Day, Melbourne Cup Day functions</td>
<td>Practical observations/food workshops</td>
</tr>
<tr>
<td>Specialty cookery/presentation techniques</td>
<td>Written test</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

No prerequisites are required for this subject; however students should have demonstrated sound oral and written communication in Year 10. Students should also demonstrate a strong commitment towards teamwork.
What other information do I need to know?

Students will be required to actively participate in the planning and operation of at least four events within the school or industry environments over the two years of study. These events will occur both inside/outside of school hours. Students are also encouraged to participate in work experience in the event/hospitality industry. As well as this, students are also encouraged to participate in external bar and barista courses. Some of these extra units of study may contribute to extra points towards their QCE Certificate. An all-black uniform is required for event/function work. Excursions will be arranged as required.

A $100 SUBJECT LEVY OF $100 APPLIES FOR EACH YEAR OF THIS COURSE.

Students will be required to organise ingredients from home for practical food workshops on a weekly basis.

What pathways or options could this subject lead into after Year 12?

After high school, students may further their study in the field of Hospitality, Events and Tourism by completing courses offered by private providers, TATE and universities. Some of these courses may include:

- Certificate III in Hospitality or Events or Tourism;
- Diploma or Advanced Diplomas of Hospitality or Events or Tourism.

Further study in the Hospitality/Tourism/Event industry may lead to career pathways in the following fields:

- restaurant/kitchen/front officer/housekeeping/gaming,
- executive chef/sous chef/chef,
- unit management (catering operations), event administrative management, hotel management,
- venue/event/conference/exhibition coordination.

How do I find out more about this subject?

Please contact Ms Teresa Derosas, Head of Department – Business and Hospitality

Phone: (07) 3380 6174
Email: tdisa1@eq.edu.au
Information & Communication Technology (ICT)

Code: 6406/ICJ

Does this subject contribute toward an OP?  NO (Authority- Registered)

How many points does this subject contribute towards the QCE? 4 points

What is Information and Communication Technology (ICT)?

The ICT Study Area Syllabus is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real-life problems. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, ethical, environmental and legal impacts of their actions. Emphasis is placed on using ICTs to solve problems or complete tasks, rather than on the tools themselves.

What makes a student suited to Information and Communication Technology?

Students who achieve success in Information & Communication Technology are those who:

- enjoy being challenged to produce effective solutions to problems,
- will potentially seek employment in the Information Technology industry,
- are able to read and comprehend written material at a sound level,
- are able to work independently and as part of a group, and willing to work on tasks in their own time.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.ict.net">www.ict.net</a></td>
<td>Project – product &amp; written</td>
</tr>
<tr>
<td>Sound’s interesting!</td>
<td>Project – product &amp; multimodal</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>It’s Appening...</td>
<td>Extended response - written</td>
</tr>
<tr>
<td>Data, data, data</td>
<td>Project – product &amp; spoken</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
</tr>
<tr>
<td>What a tangled web</td>
<td>Extended response - multimodal</td>
</tr>
<tr>
<td>Looks interesting!</td>
<td>Project – product &amp; written</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
</tr>
<tr>
<td>There’s something about games</td>
<td>Project – product &amp; multimodal</td>
</tr>
<tr>
<td>Data is the new currency</td>
<td>Extended response - written</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated sound written and oral communication skills (a ‘C’ in English) and sound numeracy skills in Year 10 (a ‘C’ in Mathematics).

What other information do I need to know?

Naturally, information technologies are incorporated into all aspects of this course. It is recommended students have access to a computer and the Internet outside of class time to complete homework and assignment work.

What pathways or options could this subject lead into after Year 12?

After high school, students may seek employment in an IT office environment, or choose to further study in the IT field through a range of courses offered through TAFE.

How do I find out more about this subject?

Please contact Ms Teresa Derosas, Head of Department, Business and Hospitality

Phone: (07) 3380 6174

Email: tdisa1@eq.edu.au
### Manufacturing Studies

**Code:** MAN

**Does this subject contribute toward an OP?**

- NO (Authority-Registered)

**How many points does this subject contribute towards the QCE?**

- 4 points

### What is Manufacturing Studies?

Manufacturing Studies provides entry level skills and knowledge for employment in the manufacturing and related industries.

### What makes a student suited to Manufacturing Studies?

Students who achieve success in Manufacturing Studies are those who:

- have a willingness to participate in theory and practical classes,
- will potentially use this course to gain employment in the industry,
- wish to develop knowledge and understanding of manufacturing procedures and processes,
- are able to read and comprehend written material to entry level industry standards,
- are able to work independently and as part of a group in theoretical and practical applications.

### What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
</tr>
<tr>
<td>Workshop Safety</td>
<td>Workbooks</td>
</tr>
<tr>
<td>Industry Orientation</td>
<td>Practical Projects</td>
</tr>
<tr>
<td>Tools and Equipment</td>
<td>Observation Sheets</td>
</tr>
<tr>
<td>Environmental Work Practices</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>Metal Fabrication Techniques</td>
<td>Workbooks</td>
</tr>
<tr>
<td>Welding Processes (Arc/Mig/Gas)</td>
<td>Practical Projects</td>
</tr>
<tr>
<td>Furnishing Fabrication Techniques</td>
<td>Observation Sheets</td>
</tr>
<tr>
<td>Plastic/Fiberglassing Production Techniques</td>
<td></td>
</tr>
<tr>
<td>Automotive Fundamentals</td>
<td></td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
<td></td>
</tr>
<tr>
<td>Construct/undertake projects using Metal Fabrication, Furnishing, Plastic/Fiberglassing and Servicing Techniques</td>
<td>Practical Projects</td>
</tr>
<tr>
<td></td>
<td>Observation Sheets</td>
</tr>
<tr>
<td></td>
<td>Workbooks</td>
</tr>
<tr>
<td></td>
<td>Evaluation Sheets</td>
</tr>
<tr>
<td><strong>Semester 4</strong></td>
<td></td>
</tr>
<tr>
<td>Construct a project using a combination of manufacturing techniques</td>
<td>Practical Projects</td>
</tr>
<tr>
<td></td>
<td>Observation Sheets</td>
</tr>
<tr>
<td></td>
<td>Evaluation Sheets and Examination</td>
</tr>
</tbody>
</table>

### Pre-requisites

Students should have demonstrated sound level of achievement (C) in English and Maths in Year 10.

### What other information do I need to know?

**A SUBJECT LEVY OF $50 APPLIES FOR EACH YEAR OF THIS COURSE.**

A subject levy is charged to cover consumables and workshop equipment for the production of projects. Workbooks and reference materials are supplied by the school under the Student Resource Hire Scheme.

### What pathways or options could this subject lead into after Year 12?

After high school, students may further their study in the field of Manufacturing through employment in a variety of industries as an apprentice/trainee or through training providers offering Certificate I - III courses.

### How do I find out more about this subject?

Please contact Mr Neil Jeffers, Head of Department – Design and Technology

**Phone:** (07) 3380 6111  
**Email:** njeff4@eq.edu.au
Music Studies

Does this subject contribute toward an OP? ☒ NO (Authority- Registered)

How many points does this subject contribute towards the QCE? 4 points

What is Music Studies?
Music Studies is a practical course which equips students with industry base skills. This course allows students to develop knowledge and practical skills. In this subject, students will develop skills in the roles of performer, sound technician, sound recorder, community musician as well as a song writer and composer. This course also encourages students to develop aesthetic, analytical and problem-solving skills while providing them with the opportunity to experience a creative work environment. Areas of study will include popular music, folk music, workplace health and safety, recording practices and performance techniques.

What makes a student suited to Music Studies?
Students who achieve success in Music Studies are those who:
- demonstrate a preparedness to perform on their instrument of choice (including voice),
- demonstrate an interest in and love of music,
- can work independently and to a timeline,
- will potentially pursue further study or employment in the Music Industry.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Contemporary Music Styles</td>
<td>Research task</td>
</tr>
<tr>
<td></td>
<td>Music Theory and Concepts</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Workplace Health and Safety</td>
<td>Research task</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Music of Different Cultures</td>
<td>Research task</td>
</tr>
<tr>
<td></td>
<td>Recording and Production Skills</td>
<td>Recordings</td>
</tr>
<tr>
<td></td>
<td>Workplace Health and Safety</td>
<td>Practical task</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Live Sound Production</td>
<td>Research task</td>
</tr>
<tr>
<td></td>
<td>History of Music Technology</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Workplace Health and Safety</td>
<td>Practical task</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Australian Music Industry</td>
<td>Practical task</td>
</tr>
<tr>
<td></td>
<td>Workplace Health and Safety</td>
<td>Visual diary</td>
</tr>
<tr>
<td></td>
<td>Self-directed recording project</td>
<td>Research task</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students do not need to have completed Music in Year 10, as the SAS is a self-contained two-year program. Students should have demonstrated a sound level of achievement (‘C’ minimum) in English.

What other information do I need to know?
It would be beneficial for students to be able to play an instrument or to sing. They need to show a preparedness to perform in a variety of settings. A basic knowledge of music theory would be helpful, but not necessary, as students will be completing a music theory workbook as part of the SAS.

What pathways or options could this subject lead into after Year 12?
After high school, students may seek employment in the Music Industry. They may also choose to further their study of Music by completing a range of courses offered through TAFE.

How do I find out more about this subject?
Please contact Mrs Bamford-Mareroa, Head of Department – The Arts
Phone: (07) 3380 6141
Email: lbamf1@eq.edu.au
Prevocational Mathematics  

Code: PVM

Does this subject contribute toward an OP?  

❄ NO (Authority- Registered)

How many points does this subject contribute towards the QCE?  

4 points

What is Prevocational Mathematics?

Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. Students study five topics (number, data, location and time, measurement and finance). All topics are studied with real world applications.

What makes a student suited to Prevocational Mathematics?

Students who achieve success in Prevocational Mathematics are those who are prepared to:

- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy,
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams,
- organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts,
- present findings orally and in writing,
- use relevant technologies and make informed decisions.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number, Data and Measurement – Designing a Back Yard</td>
<td>Written Examination</td>
</tr>
<tr>
<td></td>
<td>Finance – Tax Returns</td>
<td>Assignment/Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class Assessment</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Number and Data - Statistics</td>
<td>Written Examination</td>
</tr>
<tr>
<td></td>
<td>Location and Time, and Finance - Planning for a Holiday</td>
<td>Assignment/Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class Assessment</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Number, Data and Finance - Preparing to Move Out of Home</td>
<td>Written Examination</td>
</tr>
<tr>
<td></td>
<td>Data and Finance – Starting and Running a Business</td>
<td>Assignment/Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class Assessment</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Number, Data and Finance – Buying and Maintaining a Car</td>
<td>Written Examination</td>
</tr>
<tr>
<td></td>
<td>Number, Data and Measurement - Planning to See Queensland</td>
<td>Assignment/Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In class Assessment</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have completed Year 10 Mathematics.

What other information do I need to know?

A Scientific Calculator is required. A stationery kit with the following is also required: ruler, compass, protractor, pencils, eraser as well as any other item as deemed necessary by the teacher.

What pathways or options could this subject lead into after Year 12?

Prevocational Mathematics can help lead to a vocational pathway. Students who anticipate being enrolled in a School Based Traineeship or Apprenticeship while still studying at school, and students who want to be prepared for general employment when they leave high school should consider Prevocational Mathematics.

How do I find out more about this subject?

Please contact Ms Leanne Townsend, Head of Department – Mathematics
Phone: (07) 3380 6112
Email: ltown7@eq.edu.au
Recreation

Does this subject contribute toward an OP?  
✗ NO (Authority- Registered)

How many points does this subject contribute towards the QCE?  
4 points

What is Recreation?
The Recreation program is designed to provide students with a variety of physical, intellectual, technical, operational and workplace skills. It encompasses learning in, about and through recreation activities:

- Learning in recreation activities refers to experiences in which students directly acquire knowledge and skills as a result of participating in physical activity.
- Learning about recreation activities refers to students directly acquiring knowledge as a result of studying and participating in physical activity.
- Learning through recreation activities refers to students indirectly acquiring understandings, capacities and attitudes as a result of studying and participating in physical activity.

Recreation Studies involves students working with others and in teams. It is supported by collecting, analysing and organising information about physical performance, planning and organising activities, investigating solutions to problems and using suitable technologies to encourage students to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community activities in their adult life.

What makes a student suited to Recreation?
Students who achieve success in Recreation are those who:

- have a willingness to actively participate in a variety physical activities,
- have a responsible attitude towards the safety, health and wellbeing of themselves and others,
- wish to develop organisational and interpersonal skills and wish to develop confidence in recreation contexts,
- are able to work independently and as part of a team,
- are able to take responsibility for the organisation, development and implementation of their own learning experiences within a given framework.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Water Sports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td></td>
<td>Peer Coaching session</td>
<td>Integrated Task – peer coaching session</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Touch</td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td></td>
<td>Netball/Basketball</td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td></td>
<td>Sports First Aid</td>
<td>Exam – Extended Written response</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Futsal/European Handball</td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td></td>
<td>Training Principals</td>
<td>Investigation, Written Report</td>
</tr>
<tr>
<td></td>
<td>Tag/Flag Sports</td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Recreational Sports</td>
<td>Practical Performance – skills/game play</td>
</tr>
<tr>
<td></td>
<td>Tournament Organisation</td>
<td>Integrated task – planning preparation and organisation of a sport tournament.</td>
</tr>
<tr>
<td></td>
<td>Waterpolo</td>
<td>Practical Performance – skills/game play</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students should have demonstrated sound oral and written communication in Year 10.
Students should have demonstrated a commitment to participation in practical activities in Year 9 and/or Year 10 Health and Physical Education.
What other information do I need to know?

There are a number of compulsory excursions in the two year course (for example to surf safety school, rock climbing, bush walking (optional camping), beach volleyball). There are costs associated with these excursions.

What pathways or options could this subject lead into after Year 12?

The sport and recreation industry has assumed increasing importance as a source of employment opportunities in recent years. The Recreation subject makes an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning.

Further study in the Recreation field may lead to career pathways in:

- **Community Recreation Industry**: for example, Community Recreation Officers, Lifeguards, Recreational Activity Officers.
- **Outdoor Recreation Industry**: for example, Environmental Education Officers, Outdoor Education Teachers, Outdoor Recreation Officers, Resort Activities Officers.
- **Sport Industry**: for example, Sports Administrator, Coach, Event Manager, Sport Development Officer, Venue Manager.

How do I find out more about this subject?

Please contact Mr Steve Hodges, Head of Department – Health and Physical Education

**Phone:** (07) 3380 6142  
**Email:** shodg72@eq.edu.au
Science in Practice

Code: SPS

Does this subject contribute toward an OP?

NO (Authority- Registered)

How many points does this subject contribute towards the QCE?

4 points

What is Science in Practice?
Science and technology play significant and increasing roles in modern society. To have an informed voice in charting the future of society, and to effectively participate in society and everyday life, students need to be scientifically literate. Science in Practice contributes to the development of scientifically literate individuals, who can:

- discuss science issues
- identify science questions and investigate and draw scientific, evidence-based conclusions
- challenge claims made by others about scientific matters
- make informed decisions about the environment and their own health and wellbeing.

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

What makes a student suited to Science in Practice?
Students who achieve success in Science in Practice are those who:

- think critically about the scientific basis of significant contemporary issues
- apply their knowledge in a broad range of relevant practical situations, including field work
- foresee consequences for their own and society’s activities on the living and physical world
- want to participate as informed and responsible citizens in decision-making processes
- use community and industry resources
- use technology
- collaborate and work effectively in teams

Students should consider studying Science in Practice if they enjoy:

- one or more of the branches of science
- designing and carrying out hands-on experiments, investigations and projects
- learning about the science in every-day life
- working both independently and in groups
- analysing and evaluating case studies, undertaking research, using computers, internet and simulations,
- field work and participating in excursions.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Science of toys</td>
<td>Project (Toy making)</td>
</tr>
<tr>
<td></td>
<td>You are what you eat</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Forensics</td>
<td>Research task</td>
</tr>
<tr>
<td></td>
<td>Energy</td>
<td>Project</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Curdled and brewed</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Flight</td>
<td>Project</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Science in sport</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Man verses Wild</td>
<td>Practical</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?
Students must have achieved a sound Level of Achievement(C minimum) in Year 10 Science.
What other information do I need to know?
Specialised equipment required: Textbook, compulsory excursions, extra costs are applicable.
Science in Practice students are invited to attend Heron Island Camp (August 2015).

What pathways or options could this subject lead into after Year 12?
This subject provides foundation knowledge for careers in: animal welfare, biotechnology, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research and the resources sector.

Examples of careers include Environmental health officer, Fisheries inspector, Conservation worker, Mine industry worker, Laboratory manager, Horticulturalist, Hairdresser, Enrolled nurse, Dispensing assistant, Fitness Instructor, Dental assistant/Dental technician/Dental hygienist, Allied health therapist, Aquaculture technician, Gardener/Pest and weed controller/Greenkeeper, Park ranger, Farmer, Ecotourism guide, Ultrasound technician, Telecommunications technician, Computer service technician, Journalist and Research assistant.

How do I find out more about this subject?
Please contact Ms Shannon Boyes, A/Head of Department – Science
Phone: (07) 3380 6126  
Email: sboye11@eq.edu.au
Visual Art Studies

Code: VAS

Does this subject contribute toward an OP?

 NO (Authority- Registered)

How many points does this subject contribute towards the QCE?

4 points

What is Visual Art Studies?

Visual Art Studies is a practical course which enables students to adopt the artist-practitioner role. Students are exposed to authentic arts industry practices and learn how to view the Art world from different perspectives. This course allows students to develop knowledge and practical skills in the Visual Arts field which are in line with the standards expected by industry. This course also encourages students to develop aesthetic, analytical and problem-solving skills while providing them with the opportunity to experience a creative work environment. Areas of study will include drawing, painting, ceramics and printmaking.

What makes a student suited to Visual Art Studies?

Students who achieve success in Visual Art Studies are those who:

- demonstrate a creative imagination,
- can work independently and to a timeline,
- will potentially pursue further study or employment in the Visual Arts industry.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Topics Studied</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mixed media drawing</td>
<td>Folio of work</td>
</tr>
<tr>
<td></td>
<td>Ceramic</td>
<td>Visual diary</td>
</tr>
<tr>
<td></td>
<td>Workplace health and safety</td>
<td>Research task</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Painting</td>
<td>Folio of work</td>
</tr>
<tr>
<td></td>
<td>Printmaking</td>
<td>Visual diary</td>
</tr>
<tr>
<td></td>
<td>Workplace health and safety</td>
<td>Research task</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Self-directed folio</td>
<td>Folio of work</td>
</tr>
<tr>
<td></td>
<td>Workplace health and safety</td>
<td>Visual diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research task</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Self-directed folio</td>
<td>Folio of work</td>
</tr>
<tr>
<td></td>
<td>Workplace health and safety</td>
<td>Visual diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research task</td>
</tr>
</tbody>
</table>

What prerequisites must students meet in order to take this subject?

Students should have demonstrated a sound level of achievement (‘C’ minimum) in Year 10 Art and English.

What other information do I need to know?

EXTRA COST: A $40.00 SUBJECT LEVY MUST BE PAID IN ORDER FOR STUDENTS TO COMPLETE THIS COURSE.

Personal costs may also apply depending on the materials students elect to use for individual artworks. Specialised equipment required for this subject includes: an A3 Visual diary, 2B pencils, eraser, ruler, sharpener, colour pencils.

What pathways or options could this subject lead into after Year 12?

After high school, students may seek employment in the Visual Arts field. They may also choose to further their study in the Visual Art field through a range of courses offered through TAFE.

How do I find out more about this subject?

Please contact Mrs Bamford-Mareroa, Head of Department – The Arts

Phone: (07) 3380 6141

Email: lbamf1@eq.edu.au

Ms Matarazzo, Art teacher

Email: amata6@eq.edu.au
NOTE: Vocational Education & Training (VET) Certificate Requirements

Students need to demonstrate they are competent in all competencies listed to attain the VET certificate. The competencies are assessed through a variety of methods, including (but not limited to): observations, practical tasks, projects, assignments, workbooks and short response tasks.

**VET - Competency Based Assessment**

In VET certificate courses, students will be assessed using Competency Based Assessment (CBA) methods. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this. Further details about Competency Based Assessment will be provided to students via the VET Student Handbook and can be accessed via the school internet site.

**VET – Recognition of Prior Learning**

Students who can demonstrate current competence in a particular element of competency are eligible for recognition of prior learning (RPL). RPL is not automatically granted. Students who wish to take advantage of RPL are required to apply to the school for this and provide documentary evidence of their prior knowledge.

**CERTIFICATION**

It has become a Federal Government requirement that all people undergoing Vocational Educational Training (VET) must now apply for a USI (Unique Student Identifier). Students must submit their USI to their VET Teacher before any certificates or statements of attainment can be issued.

JULY 2015: All VET information correct at time of printing but subject to change.
Certificate II in Automotive Vocational Preparation

Does this subject contribute toward an OP?  NO (VET Qualification)

How many points does this subject contribute towards the QCE? 4 points

What is Certificate II in Automotive Vocational Preparation (AUR20112)?
The Certificate II in Automotive Vocational Preparation prepares prospective employees to undertake work in the broader automotive industry. Job roles related to this qualification include – trades assistant, vehicle service assistant, automotive service assistant, trainee serviceperson and automotive trainee.

What makes a student suited to Certificate II in Automotive Vocational Preparation?
Students who achieve success in Certificate II in Automotive Vocational Preparation are those who:
- have a willingness to participate in theory and practical classes,
- will potentially use this course to gain employment in the industry,
- wish to develop knowledge and understanding of automotive industry,
- are able to read and comprehend written material to entry level industry standards,
- are able to work independently and as part of a group in theoretical and practical applications.

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURAEA2002  Apply environmental &amp; sustainability best practice in an automotive workplace</td>
<td>Variety of assessment methods</td>
</tr>
<tr>
<td>AURAF2003  Communicate effectively in an automotive workplace</td>
<td></td>
</tr>
<tr>
<td>AURAF2004  Solve routine problems in an automotive workplace</td>
<td></td>
</tr>
<tr>
<td>AURAS2002  Apply safe working practices in an automotive workplace</td>
<td></td>
</tr>
<tr>
<td>AURETR1003  Apply automotive electrical system fundamentals</td>
<td></td>
</tr>
<tr>
<td>AURLTA1001  Apply automotive mechanical system fundamentals</td>
<td></td>
</tr>
<tr>
<td>AURT2002  Use and maintain workplace tools and equipment</td>
<td></td>
</tr>
<tr>
<td>AURETR1002  Test, service and maintain battery storage systems</td>
<td></td>
</tr>
<tr>
<td>AURT2001  Remove and tag, steering, suspension and brake system components</td>
<td></td>
</tr>
<tr>
<td>AURTQ2002  Remove and refit driveline components</td>
<td></td>
</tr>
<tr>
<td>AURT1002  Carry out workshop practice activities</td>
<td></td>
</tr>
<tr>
<td>AURT2002  Carry out pre-repair operations (mechanical)</td>
<td></td>
</tr>
</tbody>
</table>

What is Recognition of Prior Learning (RPL)?
Students who can demonstrate current competence in a unit may be eligible for RPL. Students must provide evidence of their prior knowledge. Refer to the VET Student Handbook for more details.

What prerequisites must students meet in order to take this subject?
Students should have demonstrated sound oral and written communication in Year 10.

What other information do I need to know?
A SUBJECT LEVY OF $60 APPLIES FOR EACH YEAR OF THIS COURSE.
A subject levy is charged to cover consumables and workshop equipment for the production of projects. Workbooks and reference materials are supplied by the school under the Student Resource Hire Scheme.

What pathways or options could this subject lead into after Year 12?
Students may further their study in the field by completing a Certificate III in Automotive at TAFE, through an apprenticeship or private provider.

How do I find out more about this subject?
Please contact Mr Neil Jeffers, Head of Department, Design and Technology.
Phone:  (07) 3380 6111  Email: njeff4@eq.edu.au

Disclaimer: VET qualifications will only be offered if the school obtains registration and has the appropriate physical and human resources to deliver the course under AQTF guidelines. If the school loses access to these resources, the school will provide enrolled students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course prior to commencement if it is unable to meet requirements.

JULY 2015: All VET information correct at time of printing but subject to change.
Certificate III in Business
Delivered in partnership with Binnacle Training

**IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)**
This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).

**REGISTERED TRAINING ORGANISATION**
Binnacle Training (RTO Code: 31319)

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>Vocational Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Length</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business
- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.

**PRE-REQUISITES**
Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

**TOPICS OF STUDY**

<table>
<thead>
<tr>
<th>YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
</tr>
<tr>
<td>• Introduction to the Business Services</td>
</tr>
<tr>
<td>• Innovation</td>
</tr>
<tr>
<td>• Critical and</td>
</tr>
</tbody>
</table>

Springwood State High School – Subject Selection Handbook – Year 11 2016

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### LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
| • Marketing products and services  
• Organising priorities; personal development  
• Business proposal  
• Promotional material | • Deliver and monitor a service  
• Customer service  
• Business proposal  
• Promotional material | • Discovery program  
• Personal profiling | |

### LEARNING AND ASSESSMENT

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This may include: fundraising projects; health promotion programs; community events.

Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

### PATHWAYS

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Small Business Owner
- Project Manager
- Marketing Manager

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.**

*Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).*

### COST

- **$198.00 = Binnacle Training Fees ( $100 deposit by end of Term 1, Balance due end of Term 2)
- **Year 11** = Excursions to other outside venues to participate in and to conduct business activities.
- **Year 12** = Excursions to other outside venues to participate in and to conduct business activities.
  
  *Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

- All texts and reprographics are provided by the school.

For further information, contact the Head of Department, Teresa Derosas on 33806174 or tdisa1@eq.edu.au
Certificate III in Fitness
Delivered in partnership with Binnacle Training

IMPORTANT
PROGRAM DISCLOSURE STATEMENT (PDS)
This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).

REGISTERED TRAINING ORGANISATION
Binnacle Training (RTO Code: 31319)

Subject Type
Vocational Education and Training

Course Length
2 years

Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits:
- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)

This program also includes the following:
- First Aid qualification and CPR certificate.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Fitlink Australia.

PRE-REQUISITES
Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

TOPICS OF STUDY

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sport, fitness and recreation industry</td>
<td>Customer service</td>
<td>Community fitness programs</td>
<td>Client screening and health assessments</td>
</tr>
<tr>
<td></td>
<td>Health and safety in fitness</td>
<td>Risks in the workplace</td>
<td>Anatomy and physiology</td>
<td>Instructing clients</td>
</tr>
<tr>
<td></td>
<td>Fitness</td>
<td>Anatomy and physiology</td>
<td>Health assessments and fitness</td>
<td>Meeting client needs</td>
</tr>
</tbody>
</table>
equipment use and maintenance
- Anatomy and physiology

YEAR 12

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Supervising gym programs</td>
<td>Specific populations</td>
<td>Specific populations</td>
</tr>
<tr>
<td>Specific populations</td>
<td>Fitness advice</td>
<td>Customised gym programs</td>
<td>Customised gym programs</td>
</tr>
<tr>
<td>Circuit training</td>
<td>Nutrition</td>
<td>Risk assessment</td>
<td>Risk assessment</td>
</tr>
<tr>
<td></td>
<td>Anatomy and physiology</td>
<td>First Aid qualification and CPR certificate</td>
<td>First Aid qualification and CPR certificate</td>
</tr>
</tbody>
</table>

LEARNING EXPERIENCES

- Learning about the sport, fitness and recreation industry.
- Following health and safety standards in the workplace.
- Providing quality customer service.
- Using and maintaining fitness and sport equipment.
- Delivering community fitness programs.
- Conducting a risk assessment on fitness activities.
- Providing client screening and health assessments.
- Providing healthy eating information to clients.
- Instructing and monitoring fitness programs.
- Delivering warm-up and cool-down sessions.
- Planning and delivering gym programs.
- Working with specific population clients.
- Developing skills in exercise science, including anatomy and physiology.
- Industry-recognised First Aid qualification and CPR certificate.

LEARNING AND ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school.

This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

NOTE: This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of one term of study – delivering fitness programs and services to a variety of clients, including adults.

PATHWAYS

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist
Students completing their Certificate III may be able to upgrade their QTAC selection rank.*  
* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).  
Students may also choose to continue their study by completing the Certificate IV in Fitness with Fitlink Australia for just $650 (save over $2,000)!

<table>
<thead>
<tr>
<th>COST</th>
</tr>
</thead>
</table>
| $259.00 = Binnacle Training Fees ( $50 non-refundable deposit to confirm enrolment by end of Term 4, 2015, $100 +$25 for Trainer Shirt due by the end of Term 1 and $167.00 balance due end of Term 3, 2015)  
$33.00 = First Aid Certificate costs  
$25.00 = Springwood SHS Personal Trainer Shirt  
**Year 11** = Excursions to other outside venues to participate in and to conduct fitness activities.  
**Year 12** = Excursions to other outside venues to participate in and to conduct fitness activities. |

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All texts and reprographics are provided by the school.</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department, Steve Hodges on shodg72@eq.edu.au or 33806142
Certificate II in Workplace Practices

Does this subject contribute toward an OP?  NO (VET Qualification)

How many points does this subject contribute towards the QCE?  4 points

What is Certificate II in Workplace Practices?
The Certificate II in Workplace Practices is designed for non-OP students. Work placement forms a significant part of the learning associated with the course and may occur in a broad range of industry areas. Placements are sought in areas of interest for students which can include placement in Health and Community Services, Construction, Automotive, Horticulture and Rural Industries, Engineering, Information Technology, Tourism and Hospitality.

The intended purpose of this pre-vocational course is to maximise young people’s employability potential in small, medium or large enterprises by equipping them with knowledge, skills and general competencies that enable them to meet the demands of the workplace as a proficient ‘worker’, that is, one who manages their own work performance to meet workplace standards expected of an entry-level employee required to exercise limited judgement and autonomy and take an appropriate level of responsibility for their own work outcomes.

What makes a student suited to Certificate II in Workplace Practices
Qualities that are valued in this Certificate course include the following:
• ability to work independently and also as a team member,
• clearly communicates ideas,
• contributes to safe work systems,
• establishes and maintains harmonious, co-operative and productive working relationships with others in the workplace
• demonstrates pride in their personal appearance an presentation,
• manages and organises time schedules,
• demonstrate punctuality

What do students study in this subject and how are they assessed?
Competencies will be assessed by completing tasks in student workbooks, engaging in a Team Planning Project and completing 80 hours of structured Work placement over the two year course.

To achieve this qualification students are required to complete seven core Units of Competency as follows:
• BSBCM201A  Communicate in the workplace
• BSBIND201A  Work effectively in a business environment
• BSBWHS201A  Contribute to health and safety of self and others
• GENENP201C  Undertake an individual or team enterprise project
• GENJAS201C  Manage personal employment options
• GENPCD201C  Manage career planning and further learning

What is Recognition of Prior Learning (RPL)?
Students who can demonstrate current competence in a unit may be eligible for RPL. Students must provide evidence of their prior knowledge. Refer to the VET Student Handbook for more details.
What prerequisites must students meet in order to take this subject?
Students should have demonstrated sound oral and written communication in Year 10.

What other information do I need to know?
All non-OP students must complete this course as a mandatory subject in their senior years. 40 hours of work placement will be completed in year 11 and the remainder 40 hours will be completed in year 12.

What pathways or options could this subject lead into after Year 12?
Students may gain employment in a range of diverse areas depending on interests and skill levels.

How do I find out more about this subject?
Ms Teresa Derosas, Head of Department – Business and Hospitality
Phone: (07) 3380 6174  Email: tdisa1@eq.edu.au

Disclaimer: VET qualifications will only be offered if the school obtains registration and has the appropriate physical and human resources to deliver the course under AQTF guidelines. If the school loses access to these resources, the school will provide enrolled students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course prior to commencement if it is unable to meet requirements.
JULY 2015: All VET information correct at time of printing but subject to change.
To comply with the \textit{VET Quality Framework} and of the \textit{Standards for Registered Training Organisations (RTOs) 2015}, it is the responsibility of Springwood State High School; RTO 30116 to ensure that complaints and appeals are managed by the School ensuring that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal.

All formal complaints or appeals will be heard and decided within 15 working days of the receipt of the written complaint by the School.

If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

All formal complaints or appeals will be heard and decided within 15 working days of the receipt of the written complaint by the School.

Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes and appropriate corrective action taken to eliminate or mitigate the likelihood of reoccurrence.

The Principal (as the chief executive officer) of the Springwood State High School RTO 30116 is ultimately responsible for ensuring that the school RTO complies with the VQF. This includes the complaints and appeals policy and procedures.

The RTO Manager will keep a Register of Complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Students with a complaint or appeal have access to both informal and formal procedures.

\textbf{Scope}

This policy and procedure covers:

- The RTO, its trainers, or other staff;
- A third party providing services on the RTO’s behalf, its trainers, assessors or other staff; and
- A learner of the RTO.

Complaints may be made regarding the conduct of the above parties, and appeals may be made for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO’s behalf.

\textbf{Definitions}

\textit{The Standards for Registered Training Organisations (RTOs) 2015} is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by Registered Training Organisations (RTOs).

\textbf{Procedures}

\textit{Informal complaint}

- The initial stage of any complaint shall be for the complainant to communicate directly with any operational representative of the School with whom they feel comfortable, e.g. any VET teacher; RTO Manager; Support Services Staff; member of Administration who will present the complaint to RTO Manager. They will investigate, make a decision, report the outcome to all relevant parties and record the outcome of the complaint.
• Person(s) dissatisfied with the outcome of the complaint to the staff member may then advise the RTO Manager, they have decided proceed with a formal complaint or follow the appeal process

• Person(s) dissatisfied with the outcome of the complaint may initiate a ‘formal complaint’ with the Principal.

**Formal complaint or appeal**

• All formal complaints or appeals must be submitted in writing to the Principal

• The complaint or appeal and its outcome shall be recorded in writing through a Complaints and Appeals Record Form the complaint or appeal and its outcome shall be recorded in writing through a Complaints and Appeals Record Form

• On receipt of a formal complaint or appeal the Principal shall convene an independent panel to hear the complaint; this shall be the complaint and appeal “complaint committee”

• The complaint and appeal committee shall not have had previous involvement with the complaint or appeal, should include representatives of: the Principal, teaching staff and an independent person

• The student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation he student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation

• The relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation he relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation

• The complaint and appeal committee will make a decision on the complaint, the complaint and appeal committee will make a decision on the complaint

• The complaint and appeal committee will communicate its decision on the complaint to all parties in writing within five working days of making its decision, the complaint and appeal committee will communicate its decision on the complaint to all parties in writing within five working days of making its decision.

An appeal can be made to the school RTO to request a review of a decision, including assessment decisions.

The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the principal as CEO of the school RTO, principal@springwoshs.eq.edu.au.

*The school uses the Complaints and Appeals Register as invaluable data about aspects of the school’s operations that could be improved.*
A parent/carer is directly responsible for providing the student with textbooks and other resources for a student’s use while attending school. As a service to assist parents with the cost of these educational resources, the school may choose to operate a student resource scheme. The purpose of the scheme is to provide the parent/carer with a cost effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school’s bulk purchasing processes. The operation of the scheme is required to be supported annually by the Parents and Citizens Association. On lodgement of the completed Participation Agreement Form with the school and payment of the participation fee in accordance with the agreement arrangement, the school shall provide the items to the student when due for the student’s use. The greater majority of Springwood State High School families join this scheme. Optional activities such as excursions, camps, performances and formals are not included.

A parent/carer who does not wish to join the scheme is responsible for provide the student with the items that would otherwise have been provided to the student by the scheme as detailed on the Year Level Requirements List and/or Subject Requirements list, to enable the student to engage with the curriculum. Parents of secondary school-aged students who choose not to participate in the scheme will receive the textbook and resource allowance directly from the school.

The scheme does not cover student’s personal requisites such as stationery, writing materials or workbooks.

TO PARTICIPATE IN THE STUDENT RESOURCE SCHEME:
- Complete the Student Resource Scheme Participation Agreement Form
- Return the form with your school payment/information. (This legal document is held on file at the school)
- All fees are to be paid by 16 September, 2016.
- Payments can be made by:-
  - Internet transfer – BSB 064170 Account No. 00090094 using the student’s 10 digit Education Queensland ID number as a reference.
  - Credit Card – please call our Finance Dept. 3380 6167
  - Centrelink Allowance
  - Cash or Cheque – payments can be made at the finance window. (Tuesday to Thursday 8am-12.00 midday)
- For parents suffering hardship – payment plans can be organised. Please contact the Business Services Manager.

IF YOU CHOOSE NOT TO PARTICIPATE IN THE STUDENT RESOURCE SCHEME:
- Tick NO when you complete the Agreement form.
- Return the form to the school to indicate your choice.
- You will be provided with a detailed list of textbooks and resources which must be purchased for each student to allow the student to engage in their selected classes.
- You will be funded the Government Textbook and Resource Allowance for each eligible student (once this allowance has been paid to the school).

ELECTIVE SUBJECT LEVIES
Students who enrol in the following subjects need to pay an additional charge to cover the cost of materials used in producing articles which will be taken home. Subject levies are invoiced approximately 3 weeks after the start of each term, and are not refundable should the student change classes or leave the school.

<table>
<thead>
<tr>
<th>Years 11 and 12</th>
<th>Years 9 &amp; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>Hospitality</td>
</tr>
<tr>
<td>$ 80.00</td>
<td>$ 50</td>
</tr>
<tr>
<td>Manufacturing Studies</td>
<td>Manufacturing Processes (Yr 9)</td>
</tr>
<tr>
<td>$ 60.00</td>
<td>$ 50</td>
</tr>
<tr>
<td>Automotive</td>
<td>Manufacturing (Yr 10)</td>
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<tr>
<td>$ 60.00</td>
<td>$ 60</td>
</tr>
<tr>
<td>Aerospace</td>
<td>Visual Art</td>
</tr>
<tr>
<td>$ 50.00</td>
<td>$ 40</td>
</tr>
<tr>
<td>Film, TV &amp; New Media</td>
<td>Certificate III Fitness</td>
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<tr>
<td>$ 45.00</td>
<td>$ 347.00</td>
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<tr>
<td>Hospitality Practices</td>
<td>Certificate III Business</td>
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<tr>
<td>$100.00</td>
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<tr>
<td>Visual Art</td>
<td>Certificate III Business</td>
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<tr>
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<tr>
<td>Visual Art Studies</td>
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<td>$ 347.00</td>
<td>$ 189.00</td>
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</table>

OPTIONAL SCHOOL ACTIVITIES – e.g. Formals, Camps, Excursions and Performances.
Before a student can be considered for participation in an optional school activity, a parent who has joined the scheme is expected to have:
- Fully paid the student resource scheme participation fee or paid a fee up to and including the term that the activity will take place
- Made regular on-going payments towards the resource scheme as previously arranged with the principal or has been exempted by the principal from paying all or part of the student resource scheme participation fee.