

Beerwah State High School



Senior  
Curriculum

2007



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## PRINCIPAL'S INTRODUCTION

I extend a welcome to students commencing their senior phase of learning at Beerwah State High School and to the many students who are continuing their studies at Beerwah State High School. The senior phase of learning will provide you with the opportunity to build strong foundations for your future.

Our school motto is "Success for All" and we offer a range of subjects covering a diverse range of interests. During Year 10 you have investigated the various paths available to you in your senior years. The information provided in the "Senior Curriculum Guide" will further assist you in developing your Senior Education and Training (SET) Plan. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provides ample opportunity for every student to experience success and to develop multiple pathways to the future.

Beerwah State High School is committed to providing you with new learning opportunities and support to help you access increased flexibility and multiple pathways to achieve qualifications beyond Year 10. Our aim is to help every student to "**Get the Edge**" - that competitive edge in transitioning to further education and training and employment.

The range of subjects and pathways available allows you to select:-

- Academic subjects that prepare you for university entrance
- Vocational subjects that prepare you for direct entry to the workforce or for further education and training at a TAFE college
- A combination of both
- A school-based traineeship to complement any of the pathways above.

In the senior phase of learning you must take increasing responsibility for your own learning and it is also a time for strengthening your commitment to lifelong learning.

A lifelong learner is:-

- A knowledgeable person with deep understanding
- A complex thinker
- An active investigator
- A responsive creator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner.

Beerwah High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you.

The senior phase of learning isn't easy, but with good personal organisation, self-discipline, good work and study habits you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of senior schooling and that you will reap the benefits for your future. If we work together, you will "**Get the Edge**" - that competitive edge that you need.

B.G. Jorgensen  
Principal

# **BELIEFS UNDERPINNING CURRICULUM** **AT BEERWAH SHS**

We base our curriculum on the fundamental belief that:

**Quality learning will contribute to students leading morally responsible and productive lives.**

Our beliefs about curriculum and learning include:

- A broad based general education is the focus of learning experiences in the Middle School.
- Individual students' choices are important. Curriculum pathways should be appropriate to the needs and abilities of each student.
- Students' learning options should be kept open for as long as possible.
- Commitment and effort underpin successful learning.
- Ownership of and responsibility for learning is inherited with students' choices of subjects.
- Student learning experiences should prepare them for the future.
- Students must be prepared for life long learning.
- Student learning, where appropriate, will occur in a Real World situation.

***As a Learning Organisation we are committed to these beliefs.***

## PROCESS FOR SELECTION OF SUBJECTS FOR STUDENTS ENTERING YEAR 11 IN 2007

<b>STAGE 1</b>	Term 2	Careers Information	Senior Education and Training Plan
<b>STAGE 2</b>	July 12 – August 15	<ul style="list-style-type: none"> <li>• Subject Selection Process by Deputy Principal</li> <li>• Subject Talks by Heads of Department</li> </ul>	All Year 10 students
<b>STAGE 3</b>	August 15	Subject Selection Expo And Parent Evening	Year 10 Parent and Student Evening Performing Arts Block and Student Centre
<b>STAGE 4</b>	September 11 - September 22	Parent/ Student Interview ↓ Initial Subject Selections	<b>Students wishing to enter Year 11 in 2007 <u>MUST</u> have an interview to confirm subject selections.</b> <b>(b) All students must be accompanied by parent/s.</b> <b>(b) To book an interview time, Phone 5436 5333 after August 28, 2006</b> <b>NOTE: Students may not be able to do all six subjects selected at this time.</b>
<b>STAGE 5</b>	Mid November	Subject Confirmation	Students will receive confirmation of subjects for 2007.

Students at Beerwah High are offered the following choice of subject types:

1. **AUTHORITY SUBJECTS** – These subjects follow a Queensland Studies Authority syllabus. A minimum of 20 semester units of these subjects is needed for tertiary entrance, three of which must be studied for 4 semesters. Attaining a Sound Achievement in these subjects will also contribute 4 points each toward the Queensland Certificate of Education.
2. **AUTHORITY REGISTERED SUBJECTS** – These subjects are accredited by the Queensland Studies Authority and appear on the Senior Certificate. They do not contribute towards tertiary entrance, i.e. they are not included in OP calculations. These subjects may however, contain integrated VOCATIONAL MODULES. Students gain accreditation through the QSA for these modules. Passing these subjects will also contribute 4 points (2 points for Certificate I) each toward the Queensland Certificate of Education.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE) – a new senior school qualification

To be eligible for the QCE, students must complete 20 credits.....

### The required amount of learning

- Students must attain between 12 and 20 credits from completed core courses of study
- Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses

Core	Credit	Preparatory	Credit
• Authority or Authority-registered Subject	4	• Certificate I vocational qualification – a maximum of 2 can count	2
• a Senior External Examination	4	• an employment skills development program – only 1 can count	2
• VET Certificate II	4	• a re-engagement program – only 1 can count	2
• VET Certificate III–IV*	8		
• School-based apprenticeships and Traineeships	4		
• tailored training program	4		
• international learning program	4		

Enrichment	Credit	Advanced	Credit
• a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development	1	• a one-semester university subject undertaken while at School	2
• a negotiated community or self-directed project	1	• a two-semester university subject undertaken while at School	4
• 160 hours (20 days) of structured workplace learning that an employer endorses	1	• competencies in a diploma or advanced diploma over at least a semester (or its equivalent)	2

... achieve the required standard ...

... and include literacy and numeracy.

Course of Study	Set Standard
• Authority subjects and Authority registered subjects	• at least a Sound Level of achievement†
• vocational education and training	• competence
• university courses/subjects/ units undertaken while still at school	• at least a pass as defined by the course
• international learning course of study	• at least a pass as defined by the course
• recognised awards and certificates	• awarded
• workplace, community and self - directed projects	• at least a pass as defined by the project

Literacy	Numeracy
• at least a Sound Level of Achievement in a semester of an Authority or Authority registered English subject; or	• at least a Sound Level of Achievement in a semester of an Authority or Authority registered mathematics subject; or
• competence in VET modules LIT 204 or LIT 205; or	• competence in VET modules NUM 204 or NUM 205; or
• a pass in a literacy course recognised by the QSA (NRS Level 3 or above ); or	• a pass in a numeracy course recognised by the QSA (NRS Level 3 or above); or
• at least a Sound Level of Achievement in the Literacy strand of Authority registered Literacy and Numeracy; or	• at least a Sound Level of Achievement in the Numeracy strand of Authority registered Literacy and Numeracy; or
• at least a C on the Queensland Core Skills Test	• at least a C on the Queensland Core Skills Test

# THE STUDENT EDUCATION PROFILE

The Student Education Profile consists of 3 documents:

(a) SENIOR STATEMENT

The Senior statement is a record of all your learning achievements banked to your Learning Account. It records the details of where and when the learning took place and the level of your achievement.

(b) QUEENSLAND CERTIFICATE OF EDUCATION

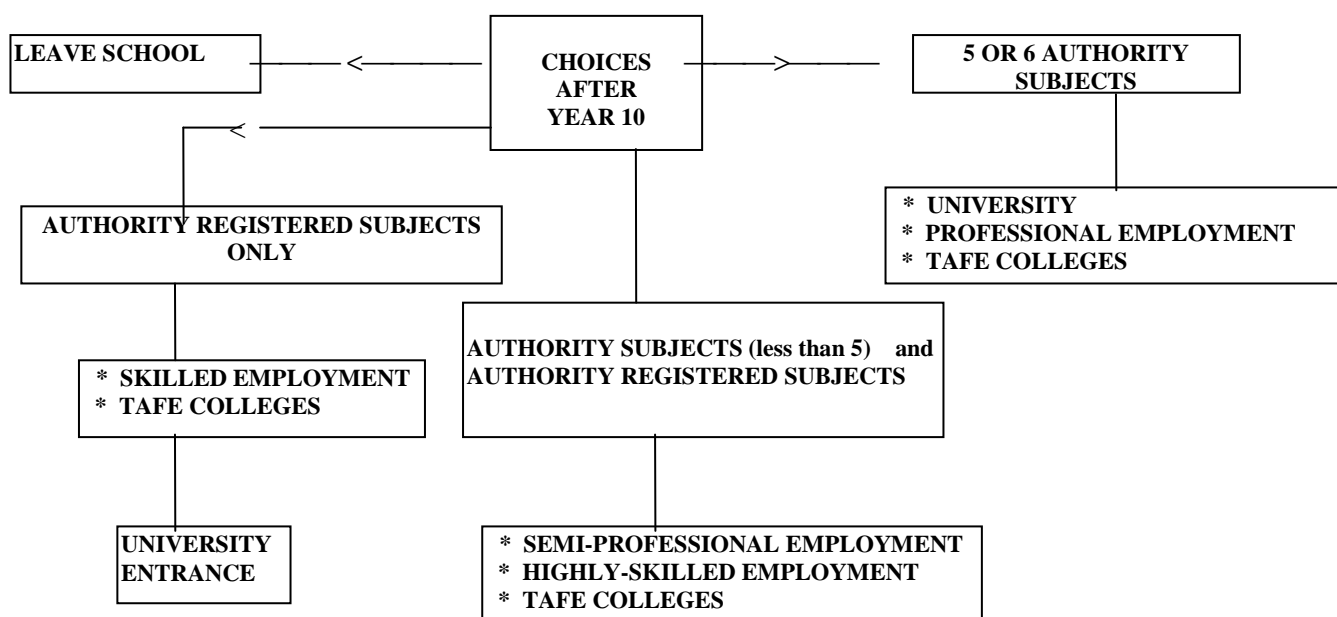
The QCE, is awarded when a specified study pattern has been achieved, that is at least 20 credits including completed courses of study at a set standard and a literacy and numeracy requirement

(c) TERTIARY ENTRANCE STATEMENT (Eligible students only)

(3) An Overall Position (OP) which indicates a student's rank order position based on overall achievements in 20 semester units of QSA Subjects. It is expressed as a numerical ranking from 1-25.

(4) A field Position (FP) which indicates a student's rank order position in individual QSA Subjects in up to five fields. Each statement is expressed as a ranking from 1-10.

More details are contained in a pamphlet given to all Year 10 students. Information and explanation is always available from the school, either formally through student information sessions, parent information nights or informally through individual inquiries.



# SENIOR CURRICULUM

All students in Years 11 and 12 at Beerwah State High School study six subjects.

English or English Communication is compulsory and each student must also study at least one Mathematics subject.

	LANGUAGES	MATHEMATICS	SCIENCES	STUDY OF SOCIETY & ENVIRONMENT
<b>AUTHORITY</b>	<ul style="list-style-type: none"> <li>• English</li> <li>• Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics A</li> <li>• Mathematics B</li> <li>• Mathematics C</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Physics</li> <li>• Biology</li> <li>• Multi-Strand Science</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Modern History</li> <li>• Ancient History</li> </ul>
<b>AUTHORITY REGISTERED</b>	<ul style="list-style-type: none"> <li>• English Communication</li> </ul>	Pr Vocational Mathematics		<ul style="list-style-type: none"> <li>• Tourism Issues</li> </ul>

	TECHNOLOGY	ARTS	HEALTH & PHYSICAL EDUCATION
<b>AUTHORITY</b> <b>*(VOCATIONAL COMPETENCIES INCLUDED)</b>	<ul style="list-style-type: none"> <li>• Business Organisation and Management</li> <li>• Accounting</li> <li>• Graphics</li> <li>• Home Economics</li> <li>• Technology Studies</li> <li>• Business Communication and Technology*</li> <li>• Legal Studies</li> <li>• Information Processing &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Art</li> <li>• Drama</li> <li>• Dance</li> <li>• Film ,Television &amp; New Media</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Health Education</li> </ul>
<b>AUTHORITY REGISTERED</b>	<ul style="list-style-type: none"> <li>• Hospitality</li> <li>• Manufacturing</li> <li>• Information &amp; Communication Technology</li> <li>• Early Childhood Studies</li> </ul>	Creative Arts – Visual Arts Studies 1	<ul style="list-style-type: none"> <li>• Recreation Studies</li> </ul>

**PLEASE NOTE: SUBJECTS ARE NOT ABLE TO RUN UNLESS THE NUMBER OF STUDENTS SELECTING THEM IS SUFFICIENT.**

# **YEAR 10 INTO YEAR 11**

## **OVERALL PLAN FOR SUBJECT SELECTION**

### **CHOOSE SUBJECTS:**

- You enjoy
- In which you are interested
- In which you have already had some success or have talent/ability
- That challenge you
- Which will help you reach chosen careers
- Which will preserve as many career options as possible by considering:
  - PREREQUISITE SUBJECTS
  - OP and FP ELIGIBILITY
- That develop skills, knowledge and attitudes which will be valuable throughout life.

### **RESOURCES TO ASSIST SELECTION**

- Senior Curriculum 2007
- **Tertiary Prerequisites 2009** - A QTAC Summary of Selection Criteria for Entry to Universities, Colleges and TAFE Qld.
- QTAC Guide – Tertiary Courses 2007
- Queensland Job Guide 2006
- Subject texts and materials
- University, TAFE and private provider handbooks
- CD ROMs
- Internet – including [www.beerwahshs.eq.edu.au](http://www.beerwahshs.eq.edu.au) – click on Student Services and then Guidance and Counselling
- School Staff
- Parents, relatives and friends
- Students in Year 11 and 12
- Guidance Officer – guidance and career counselling

# USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 26 February 2006.

<p style="text-align: center;"><b><u>Career questionnaires</u></b></p> <p><b>Australian Careers</b> <a href="http://jobsearch.gov.au/">http://jobsearch.gov.au/</a> (select Careers and Career quiz) <b>myfuture</b> <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> (select My Guide) <b>Smart future</b> <a href="http://www.smartfuture.qld.gov.au">www.smartfuture.qld.gov.au</a></p> <p style="text-align: center;"><b><u>Career planning</u></b></p> <p><b>Australia's Careers Online</b> <a href="http://www.careersonline.com.au/">www.careersonline.com.au/</a> (select Start here) <b>Career information service</b> <a href="http://www.cis.qsa.qld.edu.au/">www.cis.qsa.qld.edu.au/</a> <b>myfuture</b> <a href="http://myfuture.edu.au">myfuture.edu.au</a> (select My Guide) <b>jobjuice</b> <a href="http://www.jobjuice.gov.au/">www.jobjuice.gov.au/</a> (select Choose a direction)</p> <p style="text-align: center;"><b><u>Occupational information</u></b></p> <p style="text-align: center;"><b>Australian Careers</b></p> <p><a href="http://jobsearch.gov.au/">http://jobsearch.gov.au/</a> (select Careers and Job Explorer) <b>Australia's Careers Online</b> <a href="http://www.careersonline.com.au/">www.careersonline.com.au/</a> (select Start here/World of career information) <b>Jobguide</b> <a href="http://www.jobguide.dest.gov.au/">www.jobguide.dest.gov.au/</a> <b>Job Outlook</b> <a href="http://www.jobsearch.gov.au/joboutlook/">www.jobsearch.gov.au/joboutlook/</a> <b>myfuture</b> <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> (select The Facts)</p> <p><b><u>Specific occupations</u></b></p> <p><b>Accounting</b> <a href="http://www.icaa.org.au/">www.icaa.org.au/</a> <b>Architecture</b> <a href="http://www.architecture.com.au">www.architecture.com.au</a> <b>Autocareers</b> <a href="http://www.autocareers.com.au">www.autocareers.com.au</a> <b>Construction industry</b> <a href="http://www.constructmycareer.com.au">www.constructmycareer.com.au</a> <a href="http://www.bigplans.com.au">www.bigplans.com.au</a> <b>Defence jobs</b> <a href="http://www.defencejobs.gov.au">www.defencejobs.gov.au</a> <b>Engineering</b> <a href="http://www.ieaust.org.au/careers/index.html">www.ieaust.org.au/careers/index.html</a> <b>Film &amp; TV industry</b> <a href="http://www.afc.gov.au/">www.afc.gov.au/</a></p>	<p><b>Information technology</b> <a href="http://www.acs.org.au/">www.acs.org.au/</a> (select IT Careers Portal) <a href="http://www.itskillshub.com.au">www.itskillshub.com.au</a> <b>Manufacturing</b> <a href="http://www.zoom.aigroup.asn.au/">www.zoom.aigroup.asn.au/</a> <b>Marine Science</b> <a href="http://www.amsa.asn.au/">www.amsa.asn.au/</a> <b>Mining</b> <a href="http://www.minerals.org.au/education">www.minerals.org.au/education</a> <b><u>Music industry</u></b> <a href="http://www.themusic.com.au/">www.themusic.com.au/</a> <b>Nursing</b> <a href="http://www.thinknursing.com/">www.thinknursing.com/</a> <b>Queensland Police</b> <a href="http://www.police.qld.gov.au/pr/join/default.shtml">www.police.qld.gov.au/pr/join/default.shtml</a> <b>Recreation industry</b> <a href="http://www.rtg.com.au">www.rtg.com.au</a> <b>Retail</b> <a href="http://www.ara.com.au/careers">www.ara.com.au/careers</a> <b>Science</b> <a href="http://www.smartfuture.qld.gov.au">www.smartfuture.qld.gov.au</a> Tourism and hospitality <a href="http://www.ttq.org.au/">www.ttq.org.au/</a></p> <p><b><u>Working conditions</u></b></p> <p><b>Australian Council of Trade Unions</b> <a href="http://www.worksite.actu.asn.au">www.worksite.actu.asn.au</a> <b>Young Workers Advisory Service</b> <a href="http://www.ywas.org/">www.ywas.org/</a> <b>Wage Net</b> <a href="http://www.wagenet.gov.au">www.wagenet.gov.au</a></p> <p><b><u>Training sites</u></b></p> <p><b>Department of Employment &amp; Training</b> <a href="http://www.trainandemploy.qld.gov.au">www.trainandemploy.qld.gov.au</a> <b>Group Training Australia</b> <a href="http://grouptraining.ntis.gov.au/">http://grouptraining.ntis.gov.au/</a> <b>Department of Education, Science &amp; Training</b> <a href="http://www.dest.gov.au">www.dest.gov.au</a> <b>New Apprenticeships Centres</b> <a href="http://www.newapprenticeships.gov.au">www.newapprenticeships.gov.au</a> <b>National Training Information Service</b> <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> <b>TAFE Queensland</b> <a href="http://www.tafe.qld.gov.au">www.tafe.qld.gov.au</a></p> <p><b><i>Financial assistance</i></b></p> <p><b>Centrelink</b> <a href="http://www.centrelink.gov.au">www.centrelink.gov.au</a></p>
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**Going to uni**

[www.goingtouni.gov.au/](http://www.goingtouni.gov.au/) (select Fees, loans and scholarships)

**The Source**

<http://thesource.gov.au>

**Youth Allowance Guide**

[www.centrelink.gov.au/internet/internet.nsf/payments/youth\\_allow.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/youth_allow.htm)

**Scholarships****Going to uni**

[www.goingtouni.gov.au/](http://www.goingtouni.gov.au/) (select Fees, loans and scholarships)

**myfuture**

[www.myfuture.edu.au](http://www.myfuture.edu.au) (select The Facts)

**Career Information Service**

[www.cis.qsa.qld.edu.au/learningoptions/study-how/scholarships.html](http://www.cis.qsa.qld.edu.au/learningoptions/study-how/scholarships.html)

**Also see tertiary institution websites**

(select, or search for, Scholarships)

**Queensland education sites****Education Queensland**

[www.education.qld.gov.au](http://www.education.qld.gov.au)

**Queensland Studies Authority**

[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

**Queensland Tertiary Admissions Centre**

[www.qtac.edu.au](http://www.qtac.edu.au)

**Smart OP**

[www.qsa.qld.edu.au/for/students/smartOP.html](http://www.qsa.qld.edu.au/for/students/smartOP.html)

**Tertiary institutions****Australian Catholic University National**

[www.acu.edu.au](http://www.acu.edu.au)

**Australian Agricultural College Corporation**

[www.agriculturalcollege.qld.edu.au/](http://www.agriculturalcollege.qld.edu.au/)

**Australian College of Natural Medicine**

[www.acnm.edu.au](http://www.acnm.edu.au)

**Australian Defence Force Academy**

[www.defence.gov.au/adfa/](http://www.defence.gov.au/adfa/)

**Australian Maritime College**

[www.amc.edu.au](http://www.amc.edu.au)

**Australian tertiary course information**

[www.goingtouni.gov.au](http://www.goingtouni.gov.au) (select Course Information)

**Australian Universities (select Universities)**

[www.avcc.edu.au](http://www.avcc.edu.au)

**Bond University**

[www.bond.edu.au](http://www.bond.edu.au)

**Central Queensland University**

[www.cqu.edu.au](http://www.cqu.edu.au)

**Christian Heritage College**

[www.chc.qld.edu.au](http://www.chc.qld.edu.au)

**Griffith University**

[www.gu.edu.au](http://www.gu.edu.au)

**James Cook University**

[www.jcu.edu.au](http://www.jcu.edu.au)

**QANTM**

[www.qantmcollege.edu.au](http://www.qantmcollege.edu.au)

**Open Universities of Australia**

[www.open.edu.au](http://www.open.edu.au)

**Queensland University of Technology**

[www.qut.edu.au](http://www.qut.edu.au)

**Queensland Institute of Business & Technology**

[www.qibt.qld.edu.au](http://www.qibt.qld.edu.au)

**Southern Cross University**

[www.scu.edu.au](http://www.scu.edu.au)

**The University of New England**

[www.une.edu.au](http://www.une.edu.au)

**The University of Queensland**

[www.uq.edu.au](http://www.uq.edu.au)

**University of the Sunshine Coast**

[www.usc.edu.au](http://www.usc.edu.au)

**University of Southern Queensland**

[www.usq.edu.au](http://www.usq.edu.au)

**Job search****Australian workplace**

[www.workplace.gov.au](http://www.workplace.gov.au)

**Career one**

[www.careerone.com.au](http://www.careerone.com.au)

**Youth Pathways**

[www.youthpathways.dest.gov.au](http://www.youthpathways.dest.gov.au)

**Seek**

[www.seek.com.au/](http://www.seek.com.au/)

**The Source**

<http://thesource.gov.au>

**Queensland Government jobs**

[www.qld.gov.au/](http://www.qld.gov.au/) (select Jobs & work)

**Commonwealth Government jobs**

[www.psgazetteonline.gov.au](http://www.psgazetteonline.gov.au) (select Employment)

**Defence Forces**

[www.defencejobs.gov.au](http://www.defencejobs.gov.au) (select Careers)

**Guide for students with disabilities – some tertiary examples****Australian Catholic University National**

[http://www.acu.edu.au/student\\_life/student\\_services/disability\\_services.cfm](http://www.acu.edu.au/student_life/student_services/disability_services.cfm)

**Griffith University**

[www.gu.edu.au/ua/aa/ss/equity/home.html](http://www.gu.edu.au/ua/aa/ss/equity/home.html)

**Queensland University of Technology**

[www.equity.qut.edu.au/programs](http://www.equity.qut.edu.au/programs)

**The University of Queensland**

[www.sss.uq.edu.au/index.html](http://www.sss.uq.edu.au/index.html)

**Gap year organisations****Antipodeans Abroad**

[www.antipodeans.com.au/](http://www.antipodeans.com.au/)

**Camp America**

[www.campamerica.com.au/](http://www.campamerica.com.au/)

**Gap Australia**

[www.gapaustralia.org/](http://www.gapaustralia.org/)

**InterExchange**

[www.interexchange.org/](http://www.interexchange.org/)

**International Exchange Programs**

[www.iep.org.au/homev3\\_flash.asp](http://www.iep.org.au/homev3_flash.asp)

**Overseas Working Holidays**

[www.owh.com.au/](http://www.owh.com.au/)

**STA Travel**

[www.statravel.com.au/cps/rde/xchg/au-division-we](http://www.statravel.com.au/cps/rde/xchg/au-division-we)

# SCHOOL- BASED APPRENTICESHIPS & TRAINEESHIPS

**SUBJECT CODE: SAT's**

**PRE-REQUISITES:** Compulsory: Work Placement in area of interest

School Based Traineeships aim to prepare students –

- For the world of work
- By supplementing their school education
- By developing industry accepted skills
- By improving their confidence and maturity.

A School-Based Traineeship is a formal vocational education and training pathway. Students successful in obtaining a school-based traineeship will be required to enter into legal contracts and agreements. One such contract is the Training Agreement. The Training Agreement is a legally binding agreement between the employer, the employee (the student) and legal guardian (if the employee is under the age of 18), which identifies the training required of the employee, the Supervising Registered Training Organisation (S.R.T.O.) and outlines the obligations of all parties to the Agreement. In addition, a Training Plan, detailing the Training Program (modules or competencies to be achieved) and method of delivery, must be drawn up by the S.R.T.O.. For Apprenticeships, the trend is to move away from a “time served” system, to one based on the attainment of competencies.

Traineeships may be commenced and completed by students during their final two years at school. If a student wishes to pursue a career in this industry after Year 12, and is successful in gaining further employment, credit is given for the completed traineeship. That is, a student could seek employment as a “second year” apprentice. However, this will vary from industry to industry.

## **ASSESSMENT:**

Assessment will occur “on the job” and “off the job” by qualified Supervising Registered Training Organisation assessors. Assessment is competency based.

## **SPECIAL REQUIREMENTS/COMMENTS:**

Beerwah State High School has a specific process all students must follow in order to be eligible for a school-based traineeship. The process is in place to maximise the potential of a student to be successful in the traineeship.

Students will need to:-

- Attend with parents/carers information sessions
- Undertake work readiness preparation sessions
- Undertake 5 days Work Experience in their own time and in the field they wish to enter.
- Demonstrate long-term commitment
- Undertake Off-the-Job training with a Supervising Registered Training Organisation (S.R.T.O.) usually in the school holidays
- Understand travel may be necessary to access some traineeship placements and training. (Parent support)

## **POSSIBLE ADDITIONAL ACCREDITATION**

Certificate II or III in Traineeship Industry Area

For further information contact:

Mr Ken Simpson / Mr Graham Woods



**NATIONALLY RECOGNISED  
TRAINING**

## ASSESSMENT

A variety of different assessment instruments are used. In some subjects students may be required to complete assignments as well as sit for tests. Each subject in this booklet indicates the type of assessment used.

The most important reason for assessment is for students to learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded when exiting from a subject. At Beerwah High School we call this summative assessment. Assessment which is for learning purposes only is called formative assessment.

### **COMPETENCY BASED ASSESSMENT**

Competency Based Assessment is the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirements set out in a standard, or a learning outcomes, and, at the appropriate point, making the judgement as to whether competency or the learning outcome has been achieved.

### **REPORTS**

Year 11 students will normally be issued with four progress reports during the year and Year 12 students with two. Progress reports are not issued in Semester 2 of Year 12.

## ASSESSMENT POLICY

### *WHY SHOULD WE HAVE A POLICY?*

The policy has been developed to be fair to all students and to ensure that students meet their obligations for completion of a course of study.

### **1. ASSESSMENT CALENDAR**

All students will be issued with their own copy of a semester calendar listing due dates for assessable assignments and tests.

**2. ASSIGNMENTS** → **ON THE DUE DATE:** Assignments must be handed to the class teacher in the period designated for that subject. In some cases, students may have

arranged to hand the assignment to the class teacher by 3.30pm. Under exceptional circumstances, assignments may be placed in the late box at the office between 3.30 and 5.45pm on the due date.

→ **IF YOU ARE ABSENT ON THE DUE DATE:**

Assignments - Students absent on the due date must make arrangements to submit the assignment prior to 5.00pm on the due date.

→ **ASSIGNMENTS NOT HANDED IN ON THE DUE DATE:**

Students will be given sufficient time in class to complete any assignment to at least a Sound Standard.

- (a) Assignments submitted after the due date receive CREDIT ON DRAFT WORK ONLY.
- (b) Assignments not handed in on the due date are to be submitted to the member of Executive responsible for that year level.

→ **EXTENSIONS:**

Any student who has a valid reason for not submitting an assignment on the due date must complete an extension Request Form at least 48 hours before the due date and hand to the appropriate Executive. Executive will consult with your teacher as to whether or not an extension will be granted.

### **3. EXAMINATIONS**

Students should be present for all examinations according to the assessment calendar. Students absent for scheduled tests must provide the school with a parent note. In the case of illness, a medical certificate is required for senior students while a parent note will suffice for junior students. Students will complete the exam on return to school as soon as possible as per arrangements made by the Head of Department of the subject concerned.

### **4. CONDITION FOR PROGRESSION TO NEXT SEMESTER**

Whether the students are to receive credit or not, students must submit all assignments listed on the assessment calendar. The assignment must be completed to a standard satisfactory to the school.

### **RECOGNITION OF PRIOR LEARNING (RPL) POLICY (STANDARD 8.2)**

RPL refers to the determination on an individual basis of competency of a person through previous formal or informal training, work experience or life experience. It is Beerwah State High School's aim to ensure that all student requests for RPL are acted upon promptly and treated fairly. For more details on the RPL process please contact the school's Administration office for a full copy of the RPL policy and procedures

### **STUDENT COMPLAINTS/GRIEVANCES/APPEALS**

Beerwah State High School has processes in place for students, parents and community members to lodge complaints, grievances and appeals in relation to any matter concerning Vocational Education and Training or service provided by Beerwah State High School. For more details on this please contact the school's Administration Office for a full copy of the complaints/grievances/appeals policy and procedures.

# **AUTHORITY**

# **SUBJECTS**

These subjects are programs  
of study that follow a Qld  
Studies Authority syllabus

# SENIOR SUBJECTS

## AUTHORITY SUBJECTS IN KEY LEARNING AREAS

### LANGUAGES:

	SUBJECT CODE
English	ENG
Spanish	SPA
Film, Television and New Media	FTV

### MATHEMATICS:

Mathematics A	SMA
Mathematics B	SMB
Mathematics C	SMC

### SCIENCE:

Biology	BSC
Physics	PHY
Chemistry	CHM
Multi-Strand Science	MSC

### TECHNOLOGY:

Home Economics	HEC
Graphics	GPH
Technology Studies	TST
Accounting	ACC
Business Communication & Technologies	BCN
Legal Studies	LEG
Information Processing & Technology	IPT
Business Organisation & Management	BOM

### STUDY OF SOCIETY & ENVIRONMENT:

Modern History	MHS
Ancient History	AHS
Geography	GEG

### ARTS:

Visual Art	VAR
Drama	DRA
Dance	DNC
Music	MUS

### HEALTH & PHYSICAL EDUCATION:

Physical Education	PED
Health Education	HED

# ENGLISH

**SUBJECT CODE: ENG**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in Year 10 English

**INCOMPATIBLE SUBJECT(S):** English Communications

**COMPANION SUBJECT(S):** Nil

**OBJECTIVES:**

## 1. KNOWLEDGE AND CONTROL OF TEXTS IN THEIR CONTEXTS

Students will develop knowledge about texts in their contexts, interpret and construct their own texts, taking account of the way that meaning is shaped by purpose, cultural context and social situation.

## 2. KNOWLEDGE AND CONTROL OF TEXTUAL FEATURES

Through reading, viewing, writing, shaping, listening and speaking/signing, students develop specific and detailed knowledge of how language systems work. They gain knowledge, understanding and control of the appropriate use of particular textual features and their patterns of use in genres, to achieve particular purposes in texts for specific cultural contexts and social situations.

## 3. KNOWLEDGE AND APPLICATION OF THE CONSTRUCTEDNESS OF TEXTS

Students develop and apply knowledge of the ways in which texts are constructed and read.

## 4. AFFECTIVE

To develop interests and enjoyment in using language a sensitivity to its possibilities and appreciation of how and why it is used by people in a variety of cultures including the students' own

### CONTENT:

#### Year 11

1. I Think I'm Australian, Therefore I Am ....Right?
2. Voices for Change – Be the Change  
Strut your Stuff.
3. Sex, Lies and Videotape.

#### Year 12

1. Text me – text me quick!
2. Constructing the Popular – Texts in Transit  
- Mad, bad and dangerous to know
3. The More Things Change, the More they Stay the Same. (Where do I fit in?)

Over the two year course, students will study a variety of texts, both written and visual, that reflect a range of styles and periods.

- A range of expository texts
- 4-6 prose texts (fiction and non-fiction)
- 2-4 drama texts (including one Shakespearean play)
- 2-3 multi modal/media/hypermedia texts
- 20-30 poems reflecting a range of poetic forms.

### OPTIONS:

N/A

### ASSESSMENT:

Over the two years students will complete:

- 10 written assessment items, at least 3 of which will be completed under test conditions.
- 6 spoken assessment items.

### SPECIAL REQUIREMENTS/COMMENTS:

In addition to a Sound in Year 10 English, students must demonstrate effective organisation and study habits as the assignment load is substantial. Students must bring with them an open mind and positive attitude.

# SPANISH

**SUBJECT CODE: SPA**

**PRE-REQUISITE SUBJECT(S):** Junior Spanish or Native Speaker  
(or three years of another Romance Language eg.  
French, Italian)

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

Through the study of Spanish the student will gain:

- \* An ability to communicate in Spanish with fellow students a knowledge, understanding and insight into Spanish and Latin American culture
- \* An understanding of the nature of language through comparison of English and Spanish
- \* Language learning strategies which can be applied in further formal and informal studies
- \* Increased self-esteem through the acquisition of new and different communication skills
- \* Positive attitudes to learning a second language and to the notion of multiculturalism
- \* An awareness of the complexity of Latin American and Spanish culture
- \* An ability to participate in situations demanding the use of Spanish for achieving practical and social purposes in Spain and Latin America
- \* General cognitive development

## CONTENT:

Components of the senior Spanish course include:

1. Grammar
2. Vocabulary
3. Macroskills with which the learner will be able to communicate
4. Language Events (language in action)
5. Topics (may include Culture, Relationships with Others, Travel, Home Environment, Social Issues, Daily Routine, Customs, Trades and Occupations, Services)

## OPTIONS:

Students may study one topic in intensive detail per semester. Such topics may include Cinema/Film, the Media, Music and Song, Literature, Political Life, Art, History, Industrial and Commercial Life, Tourism and Transport, Comparative Studies.

## ASSESSMENT:

Students will be assessed on their communicative ability in:

LISTENING      SPEAKING      READING      WRITING

These will be tested via a variety of communication tasks involving responses to a situation or to language.

# FILM, TELEVISION AND NEW MEDIA

**SUBJECT CODE:** FTV

**PRE-REQUISITE SUBJECT(S):** Sound Achievement + or higher in English

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

The general objectives for Film and Television are organised into three dimensions:

- Production Design (ie. Pre-production, research, planning and organisation)
- Production Practice (ie. Technical skills of production)
- Critique (ie. Analyse and challenging texts in written forms)

Resourcing and staffing of this subject will allow for **one** Year 11 class only. Interested students will need to be aware of the following requirements:

- (a) Sound Achievement + as a minimum requirement in Junior English
- (b) An interview / audition will occur to shortlist students to enter the course if necessary
- (c) A cost will be payable by students to ensure they have access to consumables specific to Film and Television.

## CONTENT:

Units of study will be centred around some or all of the following topics:

- \* Production
- \* News and Documentary
- \* Television Studio System
- \* Genre Studies
- \* Representation of culture
- \* Screen Violence

## ASSESSMENT:

Assessment tasks will be based on three (3) main areas, ie. *Production Design, Production Practice* and *Critique*.

Some tasks will be based on individual achievement and others on individual achievement in group productions.

Students who wish to study Film and Television –

- must be prepared to work independently and responsibly with expensive teaching resources
- must be willing to participate actively in group situations
- must make a commitment to considerable out of class time demands.

# MATHEMATICS A

**SUBJECT CODE: SMA**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in Core Mathematics

**INCOMPATIBLE SUBJECT(S):** Mathematics C, Mathematics B, Pre Vocational Mathematics

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

Mathematics is important in making informed decisions on everyday issues such as:

- \* Choosing between loan repayment schedules or insurance plans
- \* Interpreting information in the media
- \* Reading maps or house plans
- \* Estimating quantities of materials

This course in Mathematics A aims to develop in students the ability to:

- \* Manage their financial affairs in an informed way
- \* Use mathematics, with confidence, to analyse and solve problems in their everyday lives
- \* Use probability and statistics to assist in making informed decisions about their uncertain world
- \* Visualise and represent spatial relationships in both two and three dimensions
- \* Use a wide variety of instruments including calculators and computers
- \* Comprehend and communicate mathematical information in a variety of forms.

## CONTENT:

### Core: Managing Money

- bank interest, credit cards, loans, foreign exchange, taxation and budgeting

### **Elements of Applied Geometry**

- simple trigonometry, area and volume, latitude, longitude and time zones

### **Data Exploration and Analysis**

- graphical and tabular presentations, simple methods for describing and summarising data

### **Linking Two and Three Dimensions**

- scale drawings and plans, estimation of quantities and costings

### **Maps and Compasses - Navigation**

- practical use of a variety of maps, compass bearings, position fixing and charting a course

### **Inferential Statistics**

- simple probability and interpretation of reports in the media.

### Extension: Networks and Queuing

**For some students**, it will be desirable to spend the four semesters studying the Core, in which case the **highest** Level of Achievement possible will be **Sound**.

## ASSESSMENT:

Students will be assessed in a variety of ways.

As well as undertaking pen and paper tests, students may be required to construct models, use computer software, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

**N.B.** A scientific calculator is required.

# MATHEMATICS B

**SUBJECT CODE: SMB**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in Extension Mathematics

**INCOMPATIBLE SUBJECT(S):** Mathematics A & Pre Vocational Mathematics

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society. The modes of thinking developed in Mathematics B provide ways of modelling situations in order to explore, describe and understand the world's social, biological and physical environment.

This course in Mathematics B aims to develop in students the ability to:

- \* Use mathematics, with confidence, to analyse and solve problems
- \* Manage their financial affairs in an informed way
- \* Use probability and statistics to assist in making informed decisions about their uncertain world
- \* Appreciate the diverse applications of mathematics
- \* Use a wide variety of instruments including calculators and computers
- \* Comprehend and communicate mathematical information in a variety of forms.

## CONTENT:

### Functions and Their Applications

- trigonometric, periodic, exponential and logarithmic
- simple and compound interest, arithmetic and geometric progressions, annuities and budgeting

### Introduction to Calculus and its Applications

- instantaneous and average rates of change, integration and optimisation

### Applied Statistical Analysis

- stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions and inference

## ASSESSMENT:

Students will be assessed in a variety of ways.

As well as undertaking pen and paper tests, students may be required to construct models, use computer software and/or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

## SPECIAL REQUIREMENTS/COMMENTS:

Mathematics B develops the mathematics needed to make informed decisions in everyday situations as well as the advanced mathematical skills which form the basis for further study in mathematics.

**N.B.** A scientific calculator is required and a graphics calculator will need to be rented in Year 12 (approx. \$30). Rental of a graphics calculator will be optional but highly recommended in Semester II, Year 11 (approx. \$15.00).

# MATHEMATICS C

**SUBJECT CODE: SMC**

**PRE-REQUISITE SUBJECT(S):** High Achievement in Extension Mathematics

**INCOMPATIBLE SUBJECT(S):** Mathematics A, Pre Vocational Mathematics

**COMPANION SUBJECT(S):** Compulsory: Mathematics B

## **OBJECTIVES:**

Mathematics plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances. It is, therefore, essential to Australia's future development that more able mathematics students are willing to undertake further mathematics study.

This course in Mathematics C aims to:

- \* give students the chance to develop fully their mathematical potential
- \* extend the knowledge acquired in Mathematics B
- \* develop in students an understanding of the dynamic nature of mathematics through problem solving and applications in life-related situations
- \* develop in students an understanding of the role mathematics plays as a tool in modelling and understanding many aspects of the world's environment

## **CONTENT:**

The syllabus contains both Core and Option topics.

The Core topics are:

Introduction to Groups  
Matrices and Applications  
Further Calculus

Real and Complex Number Systems  
Vectors and Applications  
Structures and Patterns

The Option topics included will be:

Linear Programming

Introductory Modelling with Probability

## **ASSESSMENT:**

Students will be assessed in a variety of ways.

As well as undertaking pen and paper tests, students may be required to construct models, use computer software, write assignments, research articles, carry out investigations or give oral presentations on a prepared topic.

## **SPECIAL REQUIREMENTS/COMMENTS:**

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

**N.B.** A scientific calculator is required and the graphics calculator will be extensively used.

# BIOLOGY

**SUBJECT CODE: BSC**

**PRE-REQUISITE SUBJECT(S):** Students must have achieved a Sound Achievement or better in both Year 10 Science and English. Students are also recommended to have completed the Year 10 Preparatory Course.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

Biological Science is a study of the natural systems of the living world. There are two broad aspects of these natural systems. One is concerned with the study of many different kinds of plants and animals and their interactions with each other and with the non-living part of their environment. The other aspect is the study of the internal workings of the body systems of animals and plants, where students are concerned with the body processes which function to help maintain a living organism.

This course in Biology aims to 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 and field investigations
- \* the capacity to communicate competently in various formats on biological issues
- \* an appreciation of the complexity and beauty of biological phenomena
- \* an ability to apply the biological understanding, skills and mental processes to public issues
- \* a recognition of the unique characteristics of Australian ecosystems
- \* an appreciation that homosapiens occupy a unique position in the biosphere and from this position derive certain responsibilities for its stewardship.
- \* improved technological skill through the incorporation of computers and technical instrumentation during their normal course of instruction.

## CONTENT:

- \* the diversity of living organism
- \* ecology
- \* physiology - plant and animal
- \* genetics
- \* reproduction and growth and development
- \* scientific theories relating to the origin and evolution of species
- \* human interaction with the living world

## ASSESSMENT:

- Written tests completed in class time
- Experimental reports; research essay; experimental project written either at home or during class time (extended experimental investigations).
- Skills test/checklist
- Field reports

## SPECIAL REQUIREMENTS/COMMENTS:

Students will participate in a minimum of 10 hours of outdoor studies. This may take place in the form of two whole day field trips or camp. The work that students complete during these exercises contributes to the areas of manipulative skills and scientific processes.

# PHYSICS

**SUBJECT CODE: PHY**

**PRE-REQUISITE SUBJECT(S):** Students must have achieved a high level of achievement in Junior Science and Mathematics. Students are also recommended to have completed the Year 10 Preparatory Course.

**INCOMPATIBLE SUBJECT(S):** MultiStrand Science

**COMPANION SUBJECT(S):**  
Compulsory: Nil  
Recommended: Mathematics B (strongly)  
Mathematics C, Chemistry

## OBJECTIVES:

Physics investigates how the universe works: the nature of matter, the forces that shape it, and the changes brought about by the various forms of energy. In scope, Physics ranges from seeking the smallest parts of atoms to monitoring the biomechanics of astronauts in deep space. Practically all of modern technology has its foundations in the Physical Sciences.

This course in Physics aims to develop in students:

- \* An understanding of the basic laws of nature
- \* A knowledge of the technologies based on Physics
- \* Skills in the methods of experimental science
- \* The ability to apply mathematics to physical problems
- \* The use of scientific approaches to solving problems
- \* Skills in the use of scientific, technical and computing instruments
- \* A commitment to safe practices in the laboratory

## CONTENT:

1. Measurement
2. Forces and Motion
3. Energy and Momentum
4. Wave Motion
5. Light and Optics
6. Heat and Temperature
7. Magnetism and Electromagnetism
8. Electricity and Electronics
9. Atomic and Nuclear Physics

## ASSESSMENT:

Written test  
Written reports of laboratory experiments  
Written reports on experimental design  
Projects  
Checklist of laboratory skills  
Extended experimental investigations.

## SPECIAL REQUIREMENTS/COMMENTS:

To be successful in Physics, students need to be comfortable with mathematics and to have the ability to persevere with ideas and processes that are developed throughout the course.

# CHEMISTRY

**SUBJECT CODE: CHM**

**PRE-REQUISITE SUBJECT(S):** Students must have achieved a high level of achievement in Junior Science and Mathematics. Students are also recommended to have completed the Year 10 Preparatory Course.

**INCOMPATIBLE SUBJECT(S):** MultiStrand Science

**COMPANION SUBJECT(S):**

Compulsory:

Nil

Highly Recommended:

Mathematics B

## OBJECTIVES:

Senior Chemistry provides an understanding of the materials around us and why they behave as they do. Chemistry embraces many fields. For example, chemists are concerned with the development of materials for use in the home such as detergents and paints, with the design and preparation of new drugs, with the development of a better understanding of body processes, with methods of measuring contamination in the environment and of proposing methods to limit such contamination.

This course in Chemistry aims to develop in students:

- \* an understanding of the properties and structure of matter and the changes which occur in chemical reactions
- \* an understanding of the role of chemical science in the society in which they live
- \* skills in the methods of experimental science
- \* the use of scientific approaches to solving problems
- \* the capacity to evaluate evidence that may contradict current beliefs
- \* an awareness that chemistry is a living and developing science which presents the challenges of unresolved problems
- \* improved technological skills through the incorporation of computers and technical instrumentation during their normal course of instruction.

## CONTENT:

1. Materials - Properties, Bonding and Structure
2. Reacting Quantities and Chemical Analysis
3. Oxidation and Reduction
4. Organic Chemistry
5. Chemical Periodicity
6. Gases and the Atmosphere
7. Energy and Rates of Chemical Reaction
8. Chemical Equilibrium

## ASSESSMENT:

Written tests.

Written reports of laboratory experiments.

Research assignments or projects in some topics.

Checklist of laboratory skills

Extended experimental investigation.

# MULTISTRAND SCIENCE

**SUBJECT CODE: MSC**

**PRE-REQUISITE SUBJECT(S):** Students should have achieved a sound achievement or better in both Year 10 Science and English.

**INCOMPATIBLE SUBJECT(S):**

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

Multistrand Science is a subject which adopts a broadly based approach to science. It incorporates aspects of the major areas of science and examines the relationship that exists between science, technology and society. The subject emphasises the application of science to the problems and issues of modern society. Students will come to understand something of the nature of science, its impact on their daily lives, and means by which it can be directed towards desirable ends.

This course in Multistrand Science aims to develop in students:

- \* Particular attitudes and values eg. be open-minded, be tolerant but concerned
- \* Relevant knowledge (facts, formula, theories, principles) and the ability to apply this knowledge in simple situations
- \* Their ability to use complex reasoning processes such as to solve problems, make decisions and use scientific theories both critically and creatively
- \* Their ability to operate safely and proficiently relevant pieces of scientific equipment.

## CONTENT:

Core topics which must be studied during Years 11 and 12 include:

1. Energy
2. Environmental Studies
3. Matter and Materials
4. Personal Health
5. Resource Management

These topics will be covered in study units that link science, technology and society eg.

Fashion and Science  
Plant Resources  
Disasters  
Consumer Science

Science of Toys  
Forensic Science  
The Human Body

## ASSESSMENT:

Written tests completed in class time.

Assignments and projects written either at home or during class time.

Written reports and laboratory experiments.

Practical examinations or skills checklist.

# HOME ECONOMICS

**SUBJECT CODE: HEC**

**PRE-REQUISITE SUBJECT(S):** Compulsory: Nil  
Recommended: Junior Home Economics and a Sound standard in English

**INCOMPATIBLE SUBJECT (S):** Nil  
**COMPANION SUBJECT(S):** Compulsory: Nil  
Recommended:

## OBJECTIVES:

Home Economics aims to develop:

- \* Decision making, problem solving and management skills
- \* Communication skills (written and oral)
- \* Practical skills
- \* Lateral thinking, group dynamics and group interactions
- \* Process Writing skills

## CONTENT:

Home Economics is an interesting and varied course of study based on the following units:

- \* Food Studies
- \* Textile Studies
- \* Living Environments

All units have both practical and theoretical aspects.

## ASSESSMENT:

Formative and summative assessment will occur over the 2 years of study. Types of assessment may include:

- \* Practical Work (sewing and cooking assignments)
- \* Multiple Choice, Short Response items
- \* Extended written responses
- \* Indepth Studies
- \* Design Projects
- \* Compilation of folios and journals.

## SPECIAL REQUIREMENTS/COMMENTS:

- \* As with all practical subjects students will be required to wear leather shoes with non-pervious uppers and will need to purchase fabric and food items to complete the practical aspects of the course.
- \* This subject is academically orientated and will require students to complete a number of indepth written pieces.

# GRAPHICS

**SUBJECT CODE: GPH**

**PRE-REQUISITE SUBJECT(S):** Nil

**RECOMMENDED:** Successful completion of Junior Graphics is strongly recommended but not essential.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

### **OBJECTIVES:**

To provide interesting, logical and practical learning experiences to enhance the students' ability to express their communication skills in graphical terms.

The study of Graphics is aimed at the development of:

- \* an awareness of the importance of graphic languages as modes of communicating ideas and information
- \* knowledge and understanding of the basics of graphical communication
- \* literacy in the language of the discipline
- \* knowledge and understanding of the processes involved in applying mathematical concepts
- \* technological and manipulative skills relative to graphical presentation (manual and computer aided drafting)
- \* analytical and problem-solving skills
- \* self-reliance and a sense of worth

### **CONTENT:**

On going course over 4 semesters (3 periods/week). Studies in the following areas:

- (1) Two Dimensional Viewing Systems
- (2) Three Dimensional Viewing Systems

Subject matter in all areas of study will be contextualised around the following units of instruction:

**Foundation Studies, Production Graphics, Business Graphics and Built Environment.**

### **ASSESSMENT:**

In each semester the assessment will consist of presentations which contribute to a classwork/homework folio, one research project (a specialised drawing folio) and two formal tests.

### **SPECIAL REQUIREMENTS/COMMENTS:**

The successful completion of this course will be of benefit to any student who wishes to pursue vocations in areas such as Surveying, Architecture, Engineering, Computer Drafting, Commercial Art, Industrial Design; or who wish to further develop their graphic skills in preparation for a trade.

Students will be expected to contribute towards the cost of materials or resources in this subject. Students should not select this course if unable to contribute to these costs.

# TECHNOLOGY STUDIES

**SUBJECT CODE:** TST

**PRE-REQUISITE SUBJECT(S):** Nil

**RECOMMENDED:**

Students undertaking this course should have at least one HA and no less than an SA in Year 10 English and Mathematics.

It is also highly recommended that students possess information technology skills or have the capacity to develop these skills in order to succeed in this subject.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

- \* Technology Studies is a course of study which is designed to expose the student to a range of intellectual challenges while developing practical skills associated with tools and equipment.
- \* It requires students to identify a practical problem, select resources and strategies to solve this problem, implement a plan and evaluate the outcome of their work; basically to research, design and build articles to satisfy identified needs.

## CONTENT:

The course offers a variety and depth of study that could be oriented towards life skills, professional skills, vocational skills and community needs.

The content areas are:

- Design
- Safety
- Materials
- Tools
- Processes
- Systems

**Though not an assessable part of the course the use of information technology is very important in the research and development of student folios. Students should either be skilled in this area or be prepared to develop such skills.**

## ASSESSMENT:

- Writing Tasks/Research Assignments
- Design Projects/Folios
- Workshop Exercises
- Objective Tests

## SPECIAL REQUIREMENTS/COMMENTS:

- Special protective clothing: workshop apron (supplied) and protective shoes in accordance with school policy which reflects requirements of the 'Workplace Health and Safety Act'.
- Ear and eye protection and when necessary a dust mask will be worn. Students provide eye protection, per stationery lists. The school will supply ear and dust protection when appropriate.
- **There will be a charge for materials for students who undertake this course. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials in accordance with project specifications.**
- **Projects made by students in this course are considered as educational exercises only. There is no guarantee explicit or implied that they satisfy any safety standards applicable to a given project. Usage of student exercises is therefore at the owners risk.**

The successful completion of this course will be of benefit to any student wishing to continue studies in fields such as architecture, engineering, industrial design or other design related pursuits.

# ACCOUNTING

<b>SUBJECT CODE:</b>	ACC
<b>PRE-REQUISITE SUBJECT(S):</b>	Compulsory: Nil Recommended: Junior Business Enterprise, Sound Achievement in Mathematics
<b>INCOMPATIBLE SUBJECT(S):</b>	Nil
<b>COMPANION SUBJECTS(S):</b>	Legal Studies

## OBJECTIVES:

Accountancy is central to every business activity. Accounting has been designed to enable students to learn about a range of theoretical and practical aspects with a focus on the sole trader organisation. Accounting offers career choices/options whether it be running your own business or working for a company.

Students will study a range of theoretical and practical aspects of Accounting. Computer software packages eg. Microsoft Excel and MYOB, will be an integral part of this subject.

## CONTENT:

- Accounting for a Sole Trader
- Partnership and/or companies
- Computer Applications – Budgeting/MYOB
- Spread sheeting and Graphics
- Accounting Reports
- Analysis and Interpretation of Reports
- Control of Assets – fixed and current, depreciation
- Cash Flow Statements

## ASSESSMENT:

Semester One consists of formative assessment only, whereas the remaining semesters are summative.

Each of the four semesters have a similar assessment program:

- Short answer response questions
- Interpretation and Evaluation
- Practical Questions
- Computer – spread sheets, graphics, MYOB.

# BUSINESS COMMUNICATION & TECHNOLOGY

**SUBJECT CODE: BCT**

**VET COURSE: BSB20101 Certificate II in Business**

**PRE-REQUISITE SUBJECT(S)** (Junior Computer Studies at least a Sound Achievement)



**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

To provide an opportunity for students to attain industry qualifications in the business Sector. (Refer Content). Business Communication and Technology aims to develop students' ability to communicate effectively, use a range of business technology, work in groups to problems solve, question existing business practices and to develop solutions to problems encountered in business environments.

Students will also develop competence and confidence using a variety of software packages which meet current industry standards. These packages include Microsoft Word, Access, Excel and Powerpoint, all incorporating elements of graphics and desktop publishing. Students also learn how to access and utilise the internet correctly.

## CONTENT:

Students will access skills and knowledge defined by the competencies listed below. Each competency has nationally recognised performance criteria across a range of learning outcomes. For each competency completed successfully across a range of learning outcomes the student will be eligible for a "Statement of Attainment" in that competency.

Should a student successfully complete all competencies listed below they will be eligible for a Certificate II in Business (BSB20101). Post secondary school pathways for completion of Certificate III will be open to students who attain Certificate II level at school. Additionally employment opportunities in the Business sector will be available.

## CORE COMPETENCIES:

BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Works effectively with others
BSBCMN205A	Use Business Technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN211A	Participate in workplace safety procedures
BSBCMN213A	Produce simple wordprocessed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN215A	Participate in environmental work practices
BSBADM304A	Design and develop text documents
BSBADM305A	Create and use databases.

## ASSESSMENT:

Formative and summative criteria-based assessment will occur over the two years of study, with a range of assessment techniques being used to evaluate the students' abilities:

- Computer Based Exams and Assignments
- Research Assignments
- Oral Presentations
- Knowledge Exams
- Vocational competencies assessed with the opportunity to obtain Certificate II in Business (Office Administration).
- Assessment for the vocational educational modules is COMPETENCY BASED. This means that once you demonstrate that you can do all of the tasks required in a module, you will be given credit for the module.
- Students will be assessed by: theory tests, practical demonstrations, oral tests and assignments.

Students will receive a level of achievement in this subject as well as competencies demonstrated.

## SPECIAL REQUIREMENTS/COMMENTS:

As part of this course, field trips/excursions may be undertaken as part of your assessment.

# LEGAL STUDIES

**SUBJECT CODE: LEG**

**PRE-REQUISITE SUBJECT(S):** Minimum Sound Achievement in Year 10 English or High Achievement in Year 10 History

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Modern History, Business Communication and Technology

## **OBJECTIVES:**

Legal Studies aims to develop students' ability to:

- be aware of their legal rights, responsibilities and knowledge of when and where to seek legal advice.
- recognise common situations which have legal implications;
- understand the structure and processes of how the legal system operates, so that they may be informed and responsible members of society;
- use rational and objective arguments rather than emotional and subjective judgements when examining legal issues;

## **CONTENT:**

- Introduction to the Australian Legal System
- Criminal Law
- Civil Wrongs (Torts)
- Agreements (Contracts)
- The Family
- Law in our Society
- Technology and the Law – Research Studies

## **ASSESSMENT:**

A wide range of assessment techniques will be used to evaluate students' abilities over the four semesters.

- Objective/Short Answer Tests
- Response to Stimulus Material
- Oral Presentations
- Research Assignment
- Case Studies
- Essays

## **SPECIAL REQUIREMENTS/COMMENTS:**

As part of this course, field trips/excursions may be undertaken as part of your assessment

# INFORMATION PROCESSING & TECHNOLOGY

**SUBJECT CODE:** IPT

**PRE-REQUISITE SUBJECT[S]:** English (at least Sound – to High Achievement is an advisable requirement)  
Mathematics (at least a High Achievement is an advisable Requirement to achieve in this subject).  
This may be offered in a Virtual Schooling learning mode.

**INCOMPATIBLE SUBJECT[S]:** Nil

**COMPANION SUBJECT[S]:** Compulsory: Nil  
Recommended: Mathematics B, English

## OBJECTIVES:

At the end of the course a student achieving at least a Sound will have developed a range of skills which will enable them to:

- Solve problems using computer technology
- Extract and organise information using software and computer based technology
- Make reasonable judgements on the impact of technology on our society and communicate this information.

Further to this, the student will have experience using a range of computers, printers, other hardware and computer software.

## CONTENT:

1. Computer Systems
2. Algorithms and Programming
3. Artificial Intelligence
4. Information Systems
5. Social and Ethical Implications of Technology

## ASSESSMENT:

Exams, Practical Exercises, Essays and Projects.

## SPECIAL REQUIREMENTS/COMMENTS:

A computer at home is **not** necessary. While the subject makes constant use of computers and computer systems, the major emphasis is on developing the ability of students to express themselves, both orally and in writing, with respect to those systems. This is **not** a course in Word Processing or using computer packages.

# BUSINESS ORGANISATION AND MANAGEMENT

**SUBJECT CODE: BOM**

**PRE-REQUISITE SUBJECT[S]:** Compulsory : Nil  
Recommended: Junior Business Enterprise, Sound Achievement in English

**INCOMPATIBLE SUBJECT[S]:** Nil

**COMPANION SUBJECT[S]:** Legal Studies, BCT, Accounting

## **OBJECTIVES:**

Business Organisation and Management provides students with the opportunity for a systematic and coherent study of the business organisation, its management and its effectiveness. The context of business provides a realistic setting in which the student's understanding of organisation and management can be developed as it applies not only to the business organisation but also to the student's personal life. This subject also encourages students to consider self-employment and the establishment and running of a business as a challenging and rewarding lifestyle.

## **CONTENT:**

- Foundation Studies
- Management Studies
- Management Processes and Skills
- Non-profit Organisations
- Nature of Business
- Marketing Management
- Human Resource Management
- Operations Management
- Financial Management
- Entrepreneurship and Small Business
- Business Planning

## **ASSESSMENT:**

Assessment in Year 11 is generally formative with assessment in Year 12 being summative. Studies are assessed on their ability to:

- Recall and understand facts, concepts, ideas and principles
- Demonstrate thought processes and develop strategies
- Undertake action planning, communication and organisation

Assessment items used include:

- Case Studies
- Computer Simulated Business Management
- Assignments
- Practical Tests
- Short Response Tests
- Multiple Choice Tests

# MODERN HISTORY

**SUBJECT CODE: MHS**

**PRE-REQUISITE SUBJECT(S):** Students should have achieved at least a Sound in English. It would be valuable if students had completed a Social Science subject in Year 10.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Legal Studies

## OBJECTIVES:

This course of study aims to assist students to acquire:

- \* An understanding of history and how it relates to the world today
- \* A knowledge of the forces and influences which have shaped modern society
- \* An understanding that contemporary problems will change over time, that decisions made by world leaders today will shape our future
- \* A critical appreciation of our cultural heritage
- \* The ability to evaluate a country's values and past experiences for the purpose of looking towards that country's future

## CONTENT:

Semester 1:	Studies of Power <ul style="list-style-type: none"><li>• Europe World War I</li><li>• Nazi Germany</li></ul>
Semester 2:	Studies of Conflict <ul style="list-style-type: none"><li>• Vietnam War</li><li>• Terrorism – War on Terror</li></ul>
Semester 3:	Studies of Hope <ul style="list-style-type: none"><li>• Indigenous Australia</li><li>• East Timor</li></ul>
Semester 4:	National History <ul style="list-style-type: none"><li>• Australia – Emergence of a Nation</li><li>• Student Choice – Individuals in our National History</li></ul>

## ASSESSMENT:

Over the two year course, students will complete a balance of assessment including:

- 1) Research assignments
- 2) Response to Stimulus and Objective Tests
- 3) Multi-Media Presentations
- 4) Essay Tests

## SPECIAL REQUIREMENTS/COMMENTS:

Students considering a career in Journalism, Law, Politics or Arts would find Modern History valuable because of its inquiry and analysis based approach. If you intend to study Modern History, the study of QSA Board English is required.

# ANCIENT HISTORY

**SUBJECT CODE: AHS**

**PRE-REQUISITE SUBJECT(S):** Students should have achieved at least a Sound Achievement in English. It would be valuable if students had completed a Social Science subject in Year 10.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

This course of study aims to assist students to acquire a knowledge and understanding of the development of human civilisation and its impact on our own times.

Skills acquired include research and inquiry skills as well as analysis, evaluation and the construction of effective argument in both written and spoken genres.

## CONTENT:

Year 11:	Semester 1:	Term 1: Study of Archaeology Term 2: Studies of Technology, Innovations and Inventions (Egypt and Inca)
	Semester 2:	Studies of Political Structures (Greece)
Year 12:	Semester 3:	Studies of Power (Roman Empire)
	Semester 4:	Personalities in History, Studies of Religion.

## ASSESSMENT:

Each semester students will complete 4 pieces of assessment (only 3 in Semester 4) in a range of forms, including:

- 1) Extended written response test
- 2) Written research tasks
- 3) Multi-modal presentation (ie. Dramatic presentation, Visual Arts, Video Presentation, Computer Simulation)
- 4) Objective / short answer / essay tests

## SPECIAL REQUIREMENTS/COMMENTS:

The study of Ancient History incorporates many skills including inquiry, analysis, synthesis and evaluation and is especially appropriate to students intending to follow careers in Law, the Arts, Journalism or to take up university studies.

# GEOGRAPHY

**SUBJECT CODE: GEG**

**PRE-REQUISITE SUBJECT(S):** Students should have achieved at least a Sound Achievement in English. It would be valuable if students had completed a Social Science subject in Year 10.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Legal Studies

## OBJECTIVES:

At the conclusion of this course, students should have developed:

- \* a knowledge and understanding of society and the environment
- \* practical skills by which data may be obtained, analysed and presented
- \* the ability to make informed decisions, after applying criteria and justifying the decision  
With evidence
- \* an attitude of concern for the quality of the environment and the condition of human life.

## CONTENT: (Incorporating the new Senior Syllabus)

Year 11: Managing the Natural Environment  
Social Environments

Year 12: Resources and Environment  
People and Development

## ASSESSMENT:

Each semester students will complete a selection of:

- Short Response Tests
- Stimulus Response Essays
- Reports
- Practical Exercises
- Non-Written Responses

## SPECIAL REQUIREMENTS/COMMENTS:

This course includes a field trip in both Year 11 and Year 12 at the student's own expense. A four day camp on Fraser Island is part of the Year 12 course (cost approximately \$120.00).

The study of Geography may lead to careers in diverse fields such as business and finance (exporting, insurance, marketing), government scientific services (surveying, photography, cartography) or the leisure, travel and tourism industries. The subject incorporates numerous skills including inquiry, analysis, manipulating and presenting data and decision making and is ideal for students intending to take up university studies.

# VISUAL ART

**SUBJECT CODE: VAR**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in English or Year 10 Art

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

To provide learning experiences where each student should:

- \* Demonstrate an ability to comprehend, analyse and apply visual art and design elements and principles in a variety of creative activities
- \* Demonstrate a sensitive awareness of expressive, functional and aesthetic qualities of visual design in the environment
- \* Analyse and critically evaluate visual art forms
- \* Have a knowledge of the historical and cultural developments in visual art with some reference to the contemporary Australian context
- \* Demonstrate an understanding of a variety of the materials and processes used in visual art and how to apply them
- \* Develop skills concerned with the development and production of two dimensional and three dimensional visual art forms.

## CONTENT:

The Essential Elements include:

1. Art and Design elements and principles
2. Critical Analysis of art and design
3. The historical and cultural context
4. Art practice in 2D and 3D artforms
5. The expressive, functional and aesthetic qualities of visual design and art

## OPTIONS:

Students will be offered activities in a range of 2D and 3D artforms

Areas of study may be drawn from:

1. Drawing
2. Painting
3. Ceramics
4. Photography
5. Design
6. Printing

## ASSESSMENT:

1. Practical Folios – including preliminary experimental and major work (+ journal)
2. Assignment – (Critical Analysis, Research, Essay)
3. Test – (Short Answer, Essay, Audio/Visual)

## SPECIAL REQUIREMENTS/COMMENTS:

At times practical folios may be time consuming. Students are expected to commit to the necessary degree of homework/home study to resolve folios to an appropriate degree of finish.

# DRAMA

**SUBJECT CODE: DRA**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in English or Speech and Drama

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## **OBJECTIVES:**

By the conclusion of the course students should demonstrate proficiency in Forming, Presenting and Responding.

The student should be able to:

- \* Manage the elements of drama to create, shape and present dramatic action appropriate to a range of audiences
- \* Explore, analyse and shape dramatic text
- \* Use acting techniques in a variety of dramatic contexts
- \* Identify and analyse the cultural context, content, forms, structures and styles of drama
- \* Evaluate form and content in drama.

## **CONTENT:**

The study of Senior Drama may include:

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Foundation Unit  | 5. Australian Theatre                |
| 2. Realistic        | 6. Brechtian Theatre / Expressionist |
| 3. Comedia Del Arte | 7. Extension Study                   |
| 4. Tragedy          | 8. Audition                          |

## **ASSESSMENT:**

Tasks may include research assignments, writing in role, critiques, seminars, script writing, directing, improvisation, role play and design. Some assessment will occur in the form of public performances which will take place out of school time.

## **SPECIAL REQUIREMENTS/COMMENTS:**

Much of the work is group oriented. Therefore, responsibility, co-operation and commitment are essential characteristics which students must display in order to be successful in Drama.

Students must also be prepared to travel to Brisbane to view professional productions. Some cost will be involved.

# DANCE

**SUBJECT CODE: DNC**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in Junior English or Junior Dance.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Drama complements Dance

## OBJECTIVES:

- \* Give students a competence in the choreography, performance and appreciation of the artform
- \* Establish an appreciation of the skills essential to dance as a performing art
- \* Provide through the dance experience, the creative integration of learning music, art, drama, history and related aspects in other subject areas.

## CONTENT:

The study of Senior Drama may include:

1. Fusion – The Functions of Dance
2. Evolution – Dance analysis and history
3. Community Dance Project
4. Youth Culture – Funk
5. Empowerment – Contemporary Dance
6. Musical Theatre
7. Social Action – Contemporary Dance
8. Post Modern Dance
9. Independent Study

## ASSESSMENT:

Choreography, Performance and Appreciation will be assessed with equal weighting.

Tasks:

Practical technique examinations, presentations of students' choreographed work, written/ verbal evaluations of public/video/film performances, presentations of research projects, written assignments, written/oral tests, public performances and extended studies.

## SPECIAL REQUIREMENTS/COMMENTS:

- As well as revision of theory, study of examinations, and assignment writing; practical rehearsal is essential. Students must be able to meet the required level of physical fitness for the practical components of this subject.
- Comfortable safe clothing is required for practical lessons.
- Attendance at live performance involving travel and some cost is expected.

# MUSIC

**SUBJECT CODE: MUS**

**PRE-REQUISITE SUBJECT(S):** Sound Achievement in English or Year 10 Music or successful completion of a short audition/interview.  
Note: A.M.E.B. or Trinity exams are not pre-requisites.

**INCOMPATIBLE SUBJECT(S):** Nil

## **OBJECTIVES:**

- \* To develop an awareness of and involvement in sound as a means of creative expression
- \* To nurture a wide range of musical skills through practical means (vocal and instrumental), leading to confident musical expression
- \* To engage in the exploration of both Western and Non-Western music
- \* To use music as a personal means of artistic communication to develop social skills, self-esteem and a sense of responsibility.

## **CONTENT:**

The study of Senior Music may include:

Music in the Theatre  
Music into the 21<sup>st</sup> Century  
Keyboard Music  
Beyond the Classroom  
Instrumental Music  
Vocal Music

## **ASSESSMENT:**

Composing / Performing Music  
Listening Analysis in all units.  
Written exams in selected units.

## **SPECIAL REQUIREMENTS/COMMENTS:**

It is recommended but not mandatory that each student own at least one musical instrument. All students will have access to school instruments for practice and assessment preparation.

# PHYSICAL EDUCATION

**SUBJECT CODE: PED**

**PRE-REQUISITE SUBJECT(S):** Recommended – Sound Achievement in English

**INCOMPATIBLE SUBJECT(S):** Recreation Studies

**COMPANION SUBJECT(S):** Nil

## **COURSE OUTLINE:**

1. Physical Education focuses on the importance of physical ability in the lives of individuals and the significant role that physical activity plays in Australian society.
2. Learning experiences are designed to provide for an integration of learning about physical activity and learning in physical activity. In essence, the practical and theory is closely related to ensure learning is realistic and relevant.
3. Three 'CONTENT AREAS' ARE COVERED:
  - (i) Learning physical skills (skill acquisition; psychology: biomechanics)
  - (ii) Biological bases of training and exercise (energy; evaluating physical capacities: relationships between training, exercise, physical performance)
  - (iii) Physical activity in Australian society (body and culture; lifestyle; leisure and recreation; money, media and power).

## **PHYSICAL TASK OPTIONS:**

- A choice of team and individual games and sports
- A choice of performance activities and aesthetic activities

## **ASSESSMENT:**

- Ongoing assessment of physical performances on open and closed tasks, games and modified games
- Research assignments, essays under exam conditions, exams, workshop and minor assignments.

## **SPECIAL REQUIREMENTS/COMMENTS:**

Depending on the selection of sports, costs may be incurred as part of the course completion (eg. Excursion to University of Qld / University of Sunshine Coast)

Physical Education leads towards careers in education, sports science, sports management, health and welfare and careers in any of the people professions.

A camp in Year 11 is offered to compliment the Biological Bases of Training and Exercise Unit.

# HEALTH EDUCATION

**SUBJECT CODE: HED**

**PRE-REQUISITE SUBJECT(S):** Compulsory: Sound Achievement in English

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## **OBJECTIVES:**

This course in Health involves students:

- \* in the investigation of health-related issues
- \* learning how health policy; community action; personal skills; health services and supportive environments affect our health
- \* promoting healthy outcomes through inquiry and study of personal and community health Issues.

## **CONTENT:**

Introduction: - A Social View of Health

Units: - Personal Health  
- Peer and Family Health  
- Community and Environmental Health  
- Health of Special Populations

## **ASSESSMENT:**

- Research tasks and written assignments
- Seminar/Tutorials presentations
- Written exams, extended writing tasks
- Response to stimulus materials

## **FUTURE OPPORTUNITIES:**

- Public Health, Health Promotion:
- Nursing/Medical Fields
- Dietitian or Nutritionist;
- Community Health; Home Manager

# **AUTHORITY REGISTERED SUBJECTS**

## **STUDY AREA SPECIFICATIONS**

### Vocational Learning Strand/s

Over the four senior semesters there will be a course of study based on units, selected from the relevant strand/s, designed to promote vocational education and/or employment opportunities. Students will also gain knowledge and skills for the specific area of study.

Students will be eligible to achieve a level of achievement for one or more subjects and this is recorded as an Authority-registered subject on the Senior Certificate.

School-based Apprenticeships and Traineeships (SATs) are encouraged wherever possible.

Students may apply for Recognition of Prior Learning (RPL) or current competencies at a RTO and may be eligible for advanced standing at TAFE.

# SENIOR SUBJECTS

## AUTHORITY REGISTERED SUBJECTS STUDY AREA SPECIFICATIONS

<b>ENGLISH:</b>	<b>SUBJECT CODE</b>
English Communication	COM
<b>MATHEMATICS:</b>	
Pre Vocational Mathematics	PMA
<b>TECHNOLOGY:</b>	
Hospitality (Hospitality Practices)	HOS
Manufacturing (Furnishing Studies)	ISE
Manufacturing (Engineering Studies)	ENG
Information & Communication Technology	ICT
Early Childhood Studies	ECH
<b>SOCIAL SCIENCE:</b>	
Tourism	TOU
<b>H.P.E.:</b>	
Recreational Studies	REC
<b>THE ARTS:</b>	
Creative Arts (Visual Art Study)	CAR

# ENGLISH COMMUNICATION

**SUBJECT CODE: COM**

**PRE-REQUISITE SUBJECT (S):** Nil

**INCOMPATIBLE SUBJECT(S):** English

**COMPANION SUBJECT(S):** Nil

## **OBJECTIVES:**

The English Communication aims to develop:

- positive attitudes and strategies to engage in life-long learning
- respect for others; an understanding of Australia's unique cultural diversity
- skills, knowledge and understanding to be an effective communicator
- knowledge and skills to plan and work effectively as a group and accept responsibility for group outcomes
- self-confidence as language users
- knowledge, understanding and appreciation of language in various forms.

## **CONTENT:**

**FOCUS:** Language in use at work, in the community and for leisure.

Over the two year course, students will study how language is used in society (work, community, leisure). The resources used will be a mixture of oral, aural, visual, practical, and written genres; to try and cater for the background, maturity, interests and aspirations of all students.

## **OPTIONS:**

Students will be able to negotiate resources chosen and time spent on some units, as well as choice of assessment. Other units will have a certain degree of flexibility built in to cater for differing student needs.

## **ASSESSMENT:**

Students will be assessed with a diverse range of written and non-written assessment tasks each semester, with their level of achievement being measured in terms of the criteria. Recognition and interpretation of texts and contexts, Planning and production of texts, Control of Textual Features.

# PRE-VOCATIONAL MATHEMATICS

**SUBJECT CODE: PMA**

**PRE-REQUISITE SUBJECT(S):** Nil

**INCOMPATIBLE SUBJECT(S):** Mathematics A, Mathematics B and Mathematics C

**COMPANION SUBJECT(S):** Nil

## **OBJECTIVES:**

Pre-vocational Mathematics aims to develop in students a level of functional numeracy which will enable them to:

- become competent money managers
- perform calculations involved in industry
- read timetables and graphs
- understand money calculations and make decisions on best deals
- develop a realistic personal budget
- use instruments for calculation and measurement
- understand information in the media
- estimate quantities of materials and appropriate costings.

The emphasis will be on the mathematics used by most people in everyday life and will be very practical in nature.

## **CONTENT:**

The course includes mathematics which is related to the Building Trade, Food and Catering, Money Managing.

## **ASSESSMENT:**

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software and do a variety of practical assignments and projects as well as undertaking pen and paper tests each semester.

## **SPECIAL REQUIREMENTS/COMMENTS:**

Pre-Vocational Mathematics would be a desirable choice for those students who achieved a Limited or Very Limited Achievement in Junior Mathematics, or completed Foundation Mathematics and see the future in a trade or industry.

**N.B.** A scientific calculator is required.

# HOSPITALITY (HOSPITALITYPRACTICES)

**SUBJECT CODE: HOS**

<b>PRE-REQUISITE SUBJECT[S]:</b>	<u>Compulsory:</u>	Nil
	<u>Recommended:</u>	Food Production Technology Junior Home Economics
<b>COMPANION SUBJECT[S]:</b>	<u>Compulsory:</u>	Nil

## OBJECTIVES:

This is a Queensland Studies Authority registered subject. Successful completion of the course earns four points on the Queensland Certificate of Education (QCE). The general objectives of this study are practical skills and application, planning and decision making, knowledge and affective objectives.

This course of study aims to assist students to develop:

- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular
- a responsible attitude towards the safety, health and wellbeing of self and others in work-related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats
- the skills associated with team work, cooperative planning, problem solving and decision making
- empathy with and understanding of cultural and social justice diversity as related to the hospitality industry
- an awareness of ethical and responsible attitudes in the work environment.

The five underpinning topics of the study area core are:

- The hospitality industry
- Communication for the hospitality industry
- Cultural awareness for the hospitality industry
- Workplace health, hygiene and safety procedures in the hospital industry
- Hospitality event management.

Students will also study two or more of the following elective units:

- Food Production
- Beverage Production
- Food and Beverage Service
- Accommodation Services

Assessment is criteria and standards based and on completion of this course students will receive a level of achievement on their Senior Certificate. No vocational competencies are awarded but students wishing to further their skills in hospitality may apply for Recognition of Prior Learning.

Students wishing to study Hospitality Practices must be prepared to bring ingredients for cooking on a regular basis and partake in the planning and implementation of hospitality functions.

# MANUFACTURING (ENGINEERING STUDIES)

**SUBJECT CODE:** ENG

**PRE-REQUISITE SUBJECT(S):** Nil

**RECOMMENDED:** Previous experience in Metalcraft, Design and Technology subjects is an advantage but it is not essential.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

- To develop an opportunity for students to develop their knowledge and understanding of processes involved in the engineering industry.
- To develop practical skills (both machine skills and hand skills) applicable to such pursuits or vocations.
- To provide an opportunity to raise student awareness, knowledge and understanding of safe workshop practices to a basic industrial standard.

## Additional Note:

- Some of the learned skills may be fundamental to the pursuit of certain engineering vocations although **no competencies will be accredited towards such vocations.**
- Some students may consider applying for post secondary qualifications in the Engineering industry via Recognition of Prior Learning (RPL) processes.
- Many skills are applicable to domestic and leisure pursuits.
- **Successful completion of this course attracts 4 points on the Queensland Certificate of Education (QCE).**

## CONTENT:

The key elements covered over four semesters are:

- |                                       |   |
|---------------------------------------|---|
| a) Introduction to the industry       | d) Selection/application of hand and power tools      |
| b) Safety in the workplace            | e) Selection/application of static machinery          |
| c) Drawing/Setting out interpretation | f) Selection/application of welding/cutting processes |
|                                       | g) Material selection / application                   |
|                                       | h) Surface preparation and finishing                  |

**The course promotes a strong emphasis on safety and care of machines and equipment.**

This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student.

## ASSESSMENT:

Each semester the assessment will be distributed between classwork projects and theory tests with an emphasis on classwork projects.

## SPECIAL REQUIREMENTS/COMMENTS:

- Special protective clothing: workshop apron (supplied) and protective shoes in accordance with school policy which reflects requirements of the 'Workplace Health and Safety Act'.
- Ear and eye protection and when necessary a dust mask will be worn. Students provide eye protection per stationery lists. The school will supply eye protection (welding only), ear and dust protection when appropriate.
- **There will be a charge for project materials for students who undertake this course. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials in accordance with project specifications.**
- **Projects made by students in this course are considered as educational exercises only. There is no guarantee explicit or implied that they satisfy any safety standards applicable to a given project. Usage of student exercises is therefore at the owners risk.**

# MANUFACTURING (FURNISHING STUDIES)

**SUBJECT CODE:** FUR

**PRE-REQUISITE SUBJECT(S):** Nil

**RECOMMENDED:** Previous experience in Woodcraft Design and Technology subjects is an advantage but it is not essential.

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

- To develop an opportunity for students to develop their knowledge and understanding of processes involved in the furnishing industry.
- To develop practical skills (both machine skills and hand skills) applicable to such pursuits or vocations.
- To provide an opportunity to raise student awareness, knowledge and understanding of safe workshop practices to a basic industrial standard.

## Additional Note:

- Some of the learned skills may be fundamental to the pursuit of certain furnishing vocations although **no competencies will be accredited towards such vocations.**
- Some students may consider applying for post secondary qualifications in the Furnishing industry via Recognition of Prior Learning (RPL) processes.
- Many skills are applicable to domestic and leisure pursuits.
- **Successful completion of this course attracts 4 points on the Queensland Certificate of Education (QCE).**

## CONTENT:

The key elements covered over four semesters are:

- |   |  |
|---|--|
| a) Introduction to the industry           | d) Selection/application of hand and power tools   |
| b) Safety in the workplace                | e) Selection/application of static machinery       |
| c) Drawing interpretation/<br>setting out | f) Material preparation, construction and assembly |
|   | g) Surface preparation and finishing               |

**The course promotes a strong emphasis on safety and care of machines and equipment.**

This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student.

## ASSESSMENT:

Each semester the assessment will be distributed between classwork projects and theory tests with an emphasis on classwork projects.

## SPECIAL REQUIREMENTS/COMMENTS:

- Special protective clothing: workshop apron (supplied) and protective shoes in accordance with school policy which reflects requirements of the 'Workplace Health and Safety Act'.
- Ear and eye protection and when necessary a dust mask will be worn. Students provide eye protection per stationery lists. The school will supply ear and dust protection when appropriate.
- **There will be a charge for project materials for students who undertake this course. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials in accordance with project specifications.**
- **Projects made by students in this course are considered as educational exercises only. There is no guarantee explicit or implied that they satisfy any safety standards applicable to a given project. Usage of student exercises is therefore at the owners risk.**

# INFORMATION & COMUNICATION TECHNOLOGY

**SUBJECT CODE:** ICT

**PRE-REQUISITE SUBJECT(S):** Compulsory: Nil  
Recommended: Junior Computer Studies

**INCOMPATIBLE SUBJECT(S):** Nil

**COMPANION SUBJECT(S):** All Senior subjects

## OBJECTIVES:

ICT is concerned with using technology to provide practical solutions to real life or simulated real-life problems.

Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study or gain employment. Students should be able to keep pace with new technologies and be responsible users of ICTs, aware of social, environmental and legal impacts of their actions.

## CONTENT

### Core Study Areas:

- Use ICTs competently
- Manage time and resources
- Communicate and work with others
- Make informed decisions
- Employ WH&S practices
- USE ICTs ethically

### Elective Units:

- Multi-media authoring
- Game development
- Digital Still Imaging
- On-Line Communication
- Web site development
- Managing data

## ASSESSMENT

ICT promotes vocational learning and the general knowledge and skills needed for employment in a range of industries. Assessment in Year 11 is generally formative with assessment in Year 12 being summative. The majority of assessment will require the use and management of class time.

### Assessment strategies:

- Multi-media presentations
- Product design
- Development and construction of projects
- Case Studies
- Reports
- Research projects and reports
- Short answer objective tests.

# EARLY CHILDHOOD PRACTICES

**SUBJECT CODE:** ECH

**PRE-REQUISITE SUBJECT(S):** Nil

**INCOMPATIBLE SUBJECT(S):** Nil

## OBJECTIVES:

Early Childhood Practices aims to develop:

- \* Knowledge related to early childhood development
- \* Decision making skills
- \* Informed practical participation
- \* Reflection skills
- \* Communication skills (written and oral)

## CONTENT:

The Early Childhood Practices course of study consists of the following units:

- The value of play
- Observing quality practices
- Observing children's behaviour
- Introduction to Early Childhood
- The physical care of children
- Growing through play
- School-based elective
- Meeting social and emotional needs
- Careers in Early Childhood
- Creative Development
- Parenting

## ASSESSMENT:

Assessment will occur over the two years of study. Types of assessment may include:

- |                     |                          |
|---------------------|--------------------------|
| * Written Tests     | * Research Assignment    |
| * Folio Work        | * Practical Experience   |
| * Field Reports     | * Project Work           |
| * Oral Presentation | * Planning and Designing |

## SPECIAL REQUIREMENTS/COMMENTS:

- It is compulsory for students to attend work placement in Early Childhood Centres for a minimum of 2 days per semester over two years. Consequently, transportation arrangements will need to be made by the students.
- This course may include excursions in year 11/12 at the students' own expense.
- The successful completion of this course will be of benefit to any student who wishes to pursue vocations in areas such as Child Care Working/Administrating, Nannying, Primary/Early Childhood Teaching, Nursing, Recreation, Social Work or Child Psychology.
- Students will need to provide materials for any ongoing projects.

# RECREATION STUDIES

**SUBJECT CODE:** REC

**PRE-REQUISITE SUBJECT(S):** Nil

**INCOMPATIBLE SUBJECT(S):** Physical Education

**COMPANION SUBJECT(S):** Nil

## OBJECTIVES:

- \* Students can achieve accreditation in a variety of areas.
- \* Provide broad based education in fitness, recreation and healthy lifestyles.
- \* Provide skills to live active and healthy lives.
- \* Provide participation in a wide range of life long recreational pursuits.

## CONTENT:

### PRACTICAL

- Lifesaving
- Snorkelling
- Camping
- Bush Craft
- Archery
- Orienteering
- Tennis
- Table Tennis
- Badminton
- Volleyball

### THEORY

- First Aid
- Resuscitation
- Level I Coaching Principles
- Sports Injuries
- Camp Organisation
- Bush Craft

## ASSESSMENT:

- \* Accreditation in Coaching Principles, first aid, Resuscitation, Bronze Medallion.
- \* Relevant practical and theoretical testing as required.

## SPECIAL REQUIREMENTS/COMMENTS:

- Where possible, certification and accreditation will be offered in theoretical and practical elements and consequently costs will have to be met by students.
- Excursion costs such as weekend campout and bus fees will have to be met by students.
- A camp will be offered in Year 12.

# **CREATIVE ART (VISUAL ART STUDY)**

**SUBJECT CODE:** CAR

**PRE-REQUISITE SUBJECT(S):** Art in the Junior School is highly recommended.

**INCOMPATIBLE SUBJECT (S):** Nil

**COMPANION SUBJECT (S):** Nil

## **OBJECTIVES:**

This course is offered to students who have an interest in Art but who do not wish to pursue the study of Visual Art.

Creative Art (Visual Art Study) is not an OP eligible subject.

## **CONTENT:**

The study of Creative Arts Subject Area Specification may include:

- Areas of industry knowledge and requirements of the world of work in the visual arts.
- Areas of study in fine Art, Craft, Design, Photography.

## **SPECIAL REQUIREMENTS / COMMENTS:**

A materials cost applies to this course. A small theory component will also be covered.

## **TOURISM (TOURISM ISSUES)**

**SUBJECT CODE: TOU**

**PRE-REQUISITE SUBJECT(S): Nil**

**INCOMPATIBLE SUBJECT (S): Nil**

**COMPANION SUBJECT (S): Nil**

### **OBJECTIVES:**

Tourism was offered for the first time in 2004. The course covers Strand C, Tourism Issues, a non-VET component of the SAS.

### **CONTENT:**

Across the two years of the course students will study a mandated core comprising four units (Tourism and the World, Tourism in Society, Tourism Information and Tourism as a Business), as well as six elective units which will be negotiated.

An assessable part of the course is a possible work placement component and classes will run as near as possible to work environment with stringent expectations in terms of dress, punctuality and professional demeanour applying. Also field trips are an integral element of the program.

A study of Tourism may lead to employment within the many facets of the industry either directly through work experience gained and/or knowledge and skills developed.

### **SPECIAL REQUIREMENTS / COMMENTS:**

There may be extra charges related to excursions to support the curriculum being covered in class.

