Aspiring Together ....
A World of Opportunities!

LAIDLEY
STATE HIGH SCHOOL

2017-2018
Senior Subject
Information Booklet

Ambition  Self Belief  Perseverance  Integrity  Respect  Empathy
CONTENTS

From the Principal ........................................................................................................1
Senior Subjects Offered ..................................................................................................2
Choosing Senior Subjects ..............................................................................................3-4
OP Subject Prerequisites & Performance Requirements .............................................5-6
University Entrance .....................................................................................................7
Vocational Education and Training Information for Students .................................8-11
Subject Weights Table ................................................................................................12
Staying or Leaving ........................................................................................................13-14
Special Education (QCIA) ............................................................................................15-17
Optional Learning Pathways .........................................................................................18
School Based Apprenticeships and Traineeships (SATs) .............................................19
TAFE South West 2017 Schools Program ..................................................................20
Certificate II in Agriculture/Rural Operations ............................................................21-22
Subject Selections and Subject Changes ....................................................................23-24
The Triangle to Success ...............................................................................................25
Authority Subjects List .................................................................................................26
Subject Descriptions (Authority Subjects) .................................................................27-53
Vocational Education and Training ............................................................................54-55
VET Subjects List ..........................................................................................................56
Subject Descriptions (VET Subjects) .........................................................................57-66
Authority Registered Subjects (Study Area Specifications) List ............................67
Subject Descriptions (Authority Registered Subjects) ..............................................68-78
Making Career Decisions .............................................................................................79-80
Options After Year 12 .................................................................................................81
Subject Summary ..........................................................................................................82
FROM THE PRINCIPAL
Aspiring Together …… A World of Opportunities!

Welcome to the Senior Phase of Learning at Laidley State High School. Years 11 and 12 are an integral component of your secondary education and represent a gateway to your future education, training and employment opportunities. The choices you make now will help you to plan for your future and successfully achieve your career goals.

Young people are required to stay at school until they complete Year 10 or turn 16 years of age. After this, they must then participate in education or training for a further 2 years or until they have:

* completed a Senior Statement
OR * completed a Certificate III vocational qualification
OR * turned 17 years of age

Students can apply for an exemption from school to enter full time employment (25 hours per week) or training in specific circumstances. Advice should be sought from the school on an individual basis.

The education and training choices available to young people have significantly increased in recent years. As a result, it is more important than ever that parents help their children to set realistic career goals and make appropriate decisions about their intended learning programs. The introduction of the Qld Certificate of Education also requires careful course planning and regular monitoring of progress to ensure students have optimal opportunity to achieve this qualification.

Prior to making your subject choices, you will be required to complete a Student Education and Training Plan (SET plan) that will help you to plan your learning journey. In developing this plan and selecting your subjects, you can access assistance from parents, teachers, Heads of Department, Subject Area Coordinators, the Guidance Officer and various resources (including the Job Guide, My Future.com website and this subject selection booklet).

Your future starts now. Plan it, prepare for it and most of all proceed with determination and enthusiasm and a commitment to ‘be the best you can be’.

Michael Clarkson
Principal
### SENIOR SUBJECTS OFFERED AT LAIDLEY STATE HIGH SCHOOL

#### LANGUAGES
- English
- English Communication

#### BUSINESS EDUCATION
- Accounting
- Business Communication and Technologies
- Certificate II in Business
- Certificate III in Business
- Legal Studies

#### SOCIAL SCIENCES
- Ancient History

#### TECHNOLOGY
- Early Childhood Studies
- Furnishing Skills
- Graphics
- Hospitality Studies
- Certificate II in Hospitality
- Certificate II in Information Digital Media and Technology

#### MATHEMATICS
- Mathematics A
- Mathematics B
- Mathematics C *(Brisbane School of Distance Education)*
- Pre-vocational Mathematics

#### SCIENCE
- Agricultural Science
- Biology
- Chemistry
- Physics

#### HEALTH AND PHYSICAL EDUCATION
- Physical Education
- Recreation
- Certificate III in Fitness
- Certificate III in Sport & Recreation

#### FINE ARTS AND PERFORMING ARTS
- Dance in Practice
- Drama
- Film, Television & New Media
- Music
- Certificate II in Music Industry
- Visual Art in Practice
Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Overall Plan

As an overall plan, it is suggested that you choose subjects:
- you enjoy
- in which you have achieved good results
- which reflect your interests and abilities
- which help you reach your career and employment goals
- which will develop skills, knowledge and attitudes useful throughout your life.
These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. Find Out About Occupational Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.
- Australia’s National Career Information Service, called myfuture, can be accessed at: www.myfuture.edu.au
- The Jobguide book which can also be accessed from the Jobguide website at www.jobguide.dest.gov.au.
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The QTAC Guide is useful for information on tertiary courses offered through QTAC.
- The Tertiary prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2015.
- Tertiary entry: Internal Year 12 students without Ops, is a handout that is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC. Students who are not OP eligible can access information on the QTAC site (www.qtac.edu.au) called “Information for Qld Year 12 students who will not be eligible for an OP”.

2. Find out about the subjects offered at school.

The following types of subjects are offered:

Authority subjects
- These subjects, approved by the Queensland Studies Authority (QSA), are offered state wide in Queensland secondary schools and colleges and are used in the calculation of OPs and selection ranks. Some Authority subjects may have accredited vocational education modules embedded in them.
- Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult.
- Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- These subjects will contribute to the Qld Certificate of Education (QCE) if the required standard is reached.

Authority-registered subjects
- Authority-registered subjects are those based on QSA developed Study Area Specifications. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank.
- Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.
- Authority Registered subjects contribute to QCE if the required standard is reached.
Vocational Education and Training (VET)
- All of the VET programs offered by this School can lead to a nationally recognised qualification. A Certificate, if you complete all of the requirements of the qualification, or a Statement of Attainment, for those parts that you do successfully complete (if you do not complete the full qualification).
- Competencies studied at Laidley State High School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace setting to industry standard.
- Contributes to QCE if the required standard is reached.

Other
- Subjects, other than an Authority or Authority-registered subject offered by a school or other educational institution and approved by the QSA, include approved TAFE subjects or qualifications from specialist-accredited agencies, eg. music or dance.
- Contributes to QCE if the required standard is reached.

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:
- Read subject descriptions and course outlines in the booklet provided.
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.
- Check subject prerequisites.
- Fully understand the requirement of the subject assignments, exam, trips, camps, etc.

4. Choose a combination of subjects that suits your needs and abilities

Vocational education
Consider taking subjects with vocational education modules embedded in them if:
- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Tertiary entrance
If you wish to study degree or diploma courses at university or TAFE after Year 12:
- Ensure you select the prerequisite subjects required for your preferred courses.
- These are listed in Tertiary prerequisites 2016.
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must:
  - Complete 20 semester units of Authority subjects (the equivalent of 5 subjects)
  - Study at least three subjects which remain unchanged throughout Years 11 and 12
  - Sit for the Queensland Core Skills Test over 2 days in Term 3 of Year 12
- A number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for diploma and advanced diploma courses.
OP Subject Prerequisites and Performance Requirements

Our school is committed to students choosing Senior subjects in which they are likely to achieve success. On most occasions, the best indicator of future academic success is a students’ prior academic work habits, learning strategies and achievement.

There are significant negative impacts on Year 12 OP and Queensland Certificate of Education (QCE) attainment when students fail subjects and need to make subject changes, particularly when they move from OP eligibility to non-OP eligibility. Subject changes usually occur because the student:

- was not adequately prepared for the subject or it was too difficult for them
- was frequently absent from school
- was unable or unwilling to put in the required effort
- has personal or family issues that have significantly impacted on their learning

OP Subject Pre-Requisites

For these reasons, all Authority (OP) subjects have required pre-requisites. These are listed in the subject pages of this handbook and must be achieved by students in Year 10 to be able to commence these subjects at the start of Year 11. In addition to these pre-requisites, many subjects also have recommended subject achievement standards that guide students and parents when making decisions about subject choices. These are not required standards, however are good indicators that a student is well prepared to study and succeed in this subject.

A student may choose a subject during subject selection in Term 3 Year 10. However, if they do not meet the required pre-requisites for that subject, they will not be able to commence the subject at the start of Year 11. Students who are not meeting these standards at subject selection time have the remainder of the year to seek assistance and work hard to address these issues so that they are eligible to commence their selected subjects in Year 11.

Appeals Process

Students/parents are able to appeal school decisions regarding subject pre-requisites in writing by using the appropriate form. This allows students to explain their personal circumstances, their past performances and the strategies that they will implement to achieve future success. The Principal will make decisions about these appeals. If an appeal is not successful, students will need to choose different subjects before the start of Year 11. On most occasions, appeals are unlikely to succeed as students will have already had an opportunity to address the issues and meet the required performance standards.

Common Pre-Requisites for All OP Subjects

The following common pre-requisites must be met by students to be eligible to commence any Authority (OP) subject in Year 11.

- Must achieve a C in English in Semester 2 Year 10.
- Must have an ASPIRE Learning Engagement GPA of 3.25 in Semester 2 Year 10. This reflects slightly above a C average for Effort and Behaviour on school report card.
- Must have attendance rate of 85% or higher for Year 10.
Subject Specific Pre-Requisites

The following subject specific pre-requisites must also be met by students to be eligible to commence the relevant Authority (OP) subject in Year 11.

<table>
<thead>
<tr>
<th>OP Subjects</th>
<th>Subject Specific Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics B</td>
<td>‘C’ in Year 10 Extension Mathematics or a ‘B’ in Year 10 Mathematics in Semester 2 Year 10</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>‘C’ in Mathematics in Semester 2 Year 10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>‘C’ in Science in Semester 2 Year 10</td>
</tr>
<tr>
<td>Physics</td>
<td>‘C’ in Science in Semester 2 Year 10</td>
</tr>
<tr>
<td>Biology</td>
<td>‘C’ in Science in Semester 2 Year 10</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>‘C’ in Science or Agricultural Studies in Semester 2 Year 10</td>
</tr>
</tbody>
</table>

Requirements to Maintain OP Eligibility and Enrolment in OP Subjects during Year 11 and 12

Students studying OP subjects in Year 11 and 12 must maintain the following standards to remain OP eligible and/or remain enrolled in OP subjects. These requirements include:

- Maintain an attendance rate of 85% or higher.
- Maintain a minimum of a Satisfactory result for Effort and Behaviour in all subjects

Where a student is not meeting these standards at the end of each term, the student will be put on notice that their performance must improve during the following term. This will occur in writing to parents. Opportunities will be provided for students and parents to meet with the school to discuss the required standards, the relevant improvement strategies and the support available to assist students to succeed. If the student does make the required improvements by the end of the next reporting period, they may be required to choose replacement subject/s for the following semester.

Appeals Process

Students/parents are able to appeal school decisions to withdraw a student from an OP subject. This must be done in writing within one week of receiving notice of this decision. In some cases, the school may not enforce this policy to withdraw students from OP subjects as we could already be aware of the reasons these standards have not been met and are already working closely with the student and family to support the student to address these issues. Some examples of this could include:

- attendance rate has fallen slightly below the 85% requirement and absences are due to a documented medical condition and the student and parent/s have already been working closely with the school to minimise the impact of these absences
- the student’s achievement standard is narrowly below the required standard and the student and parent/s have been working well with the school to implement improvement strategies

In the majority of cases, appeals are unlikely to succeed as students will have been warned about the improvement required and have had a full school term to address the issues and meet the required performance standards.
UNIVERSITY ENTRANCE

Selection Process & Assessment

QTAC applies two selection principles to all applications:

1. **Eligibility** - Applicants for a course must satisfy the Minimum Entry Requirements (eg prior study, folio, audition, English language proficiency, subject prerequisites). If an applicant does not satisfy the entry requirements for a course, their application is not considered for that course.

2. **Merit** - Applicants who do satisfy the Minimum Entry Requirements then compete for a place on the basis of their QTAC Selection Rank. Offers are made to applicants in descending rank order until all quota places are filled.

**Merit**

Prior to the allocation of tertiary places, eligible applicants are placed in an ORDER OF MERIT.

The Order of Merit is expressed in two scales:

- Overall Positions on a scale from 1 (highest) to 25 [current Queensland Year 12 students]
- QTAC Selection Ranks on a scale from 99 (highest) to 1 [all other applicants].

Points of comparison between OPs and ranks are established each year on the basis of the actual distributions of OPs/ranks and on size and retention rates of the various groupings so that equitable selection on the basis of merit for all applicants can occur.

**What is a selection rank?**

A selection rank or set of ranks is determined for each applicant on the basis of the applicant's qualifications, including tertiary studies. If applicants have more than one qualification, they will usually be allocated more than one selection rank. Selection ranks are derived from tables or lists of conversions called schedules, on a scale from 1 to 99 (99 being the highest).

**Allocation of Selection Ranks**

The use of Selection Ranks allows QTAC to compare applicants with diverse and different qualifications. The process compares the qualifications of each applicant according to established standards and precedents approved by institutions and in so doing determines and establishes the relative position of each applicant for entry to a course.

Applicants who present a number of separate qualifications in their application are allocated a number of selection ranks. Selection ranks are not added together to form an overall score, rather one rank is used as the primary (first order) rank.

The selection rank that is used to compare one applicant with other applicants is called a first order selection rank and is determined according to specific institution rules.

**The Core Skills Test**

The QCS Test is compulsory for all students who want to continue to be eligible for an OP score. It will test many of the skills taught in the senior curriculum, the 49 Common Curriculum Elements. The QCS Test results are used in scaling to cater for differences between subjects and differences between schools. The QCS Test is designed in Queensland to test elements of the Queensland Curriculum and will be made public after it has been administered. The test is usually run in the third term of Year 12. The results will be recorded as one of five grades (A to E).

**School Exit Statement**

If students leave school at any time after Semester 1 of Year 11, they will be eligible for a School Exit Statement which will indicate details of their achievement in the subjects studied during the course. Authority Subjects and Authority Registered Subjects are all recorded on the School Exit Statement.
General Information on TAFE Courses

TAFE offers a wide range of Advanced Diploma, Diploma, and Certificate I, II, III, IV courses. Students should be aware that there are several levels of TAFE studies. Certificate courses are those courses that can receive entry at Year 10 level of studies. Students who wish to enter TAFE at Year 12 level apply through QTAC for entry to Diploma and Advanced Diploma courses.

Entry to TAFE is based on your level of performance in subjects undertaken by you during your two years of study whether or not they are Authority subjects. Note, therefore, that you do not have to study five Authority Subjects to qualify for TAFE. You receive a RANK instead of an OP if you have less than 20 semester units of Authority Subjects. You have to do the prescribed prerequisites only and you should refer to your copy of Summary of Selection Criteria for Entry to Universities and Colleges to make sure you qualify for the course you want. If you are looking for TAFE entry, it may well be to your advantage to undertake an Authority Registered Subject and do very well, rather than perform poorly in an Authority Subject.

Vocational Education and Training Information for Students

The purpose of this information is to provide VET students with important information about the VET programmes offered by this school as well as your rights and responsibilities as a VET student.

Code of Practice

Provision of Quality Training and Assessment
Laidley State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s. Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment. In the event of losing the specialist trainer, and Laidley State High School being unable to obtain a suitable replacement or 3rd party school will not be able to continue delivery, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Vocational Education and Training
As a Registered Training Organisation (RTO), Laidley State High School has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications issued by courses delivered here or by other Registered Training Organisations.

Legislative Requirements
Laidley State High School will meet all legislative requirements of State and Federal Governments, in particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Access and Equity
All students in the compulsory phase of learning are offered access to vocational education subjects through our subject selection process. Through the SET plan process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in. The advice takes into account each student’s existing skills and knowledge prior to the finalisation of subject selection to ensure that students are able to make informed decisions before undertaking training in a VET qualification or accredited course. Course content, assessment procedures and vocational outcomes are outlined to students prior to their commencement of a subject. In addition, students at our school RTO have access to support services and guidance services.

Quality Management Focus
Laidley State High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.
Client (Student) Service
We operationalise sound management practices to ensure an effective service is provided to students. Results are issued to students in accordance with QSA requirements, are appropriate to competence achieved and issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, Complaints and Appeal process, and the provision of student welfare and guidance services. We will take every opportunity to ensure that this information is disseminated, understood and valued by members of our school community.

External Review
Laidley State High School has agreed to participate in external monitoring and the audit processes required by the state training agency. This covers random audits; audit following complaint and audit for the purposes of re-registration.

Management and Administration
Laidley State High School has policies and management strategies which ensure sound financial and administrative practices. Student records are managed securely and confidentially and are available for student perusal on request.

Marketing and Advertising
Laidley State High School provides students with a sound subject selection process aimed at helping students select a course of study best suited to their needs. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Training and Assessment Standards
Laidley State High School has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition of Prior Learning and Credit Transfer) as required by QSA. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions
Laidley State High School will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, our registration to offer certain vocational education courses may be withdrawn.

Recognition of Prior Learning
Recognition of Prior Learning (RPL) recognises what you have already learned
- from other subjects
- from things you have learned outside school, e.g. community or sporting involvement
- from work experiences or industry placement
- from your part-time job
It measures it against the vocational parts of the subject you are doing or want to do.
If what you have learned at work or elsewhere is relevant to the vocational parts of the subject, you will not have to do those parts.

What’s in it for me?
It is important to apply for RPL if you think you already have some knowledge or skills that might be relevant to the vocational parts of your course.

Advantages:
- You will not have to do those vocational education parts of the course for which you have RPL.
- You might not have such a heavy workload.
- RPL recognises that you are entering a course with many skills – that you are not a total beginner.

How does it work?
Application: To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.
Assessment: You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.

Notification: You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.

What do I do now?
If you think you might be eligible for RPL, you should talk to your teacher or counsellor at school. Remember, you can apply for RPL at any time during your course/training program.

The Australian Quality Training Framework

All of the VET programmes offered by this school can lead to a nationally recognised Qualification Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate/Statement of Attainment will be recognised in all eight States/Territories in Australia. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain.

Program Outcomes and Benefits

Students will be provided with opportunities to achieve the following outcomes.

- Link off job learning at school to on job training in the workplace.
- Establish pathways to qualifications nationally recognised by industry, education and vocational training authorities.
- Apply for Recognition of Prior Learning (RPL) to determine, on an individual basis, the competencies obtained by a person through previous formal or informal training, work and / or life experience.
- Receive a QCE or Statement of Attainment listing competencies successfully attained and a level of achievement for each Authority Subject and/or B subject studied.
- Receive a Statement of Attainment or Certificate from the school to list competencies successfully achieved for each training program studied.

By choosing VET subjects you will:

- enhance career and employment opportunities by maximising post-school further education, training and employment pathways.

Benefits of being a student in a VET course:

- achieve national qualifications recognised by industry.
- receive recognition for relevant skills and knowledge achieved before studying your VET subject (RPL).

Enrolment and Admission Procedures

Access to VET subjects is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available.

An enrolment form will be completed by students and upon enrolment the following details will be provided:

- a course outline indicating units of work, units of competency, assessment requirements, materials and equipment required
- a student record book and handbook will be issued – where applicable
- RPL process and grievance processes will be discussed
- vocational outcomes and opportunities will be discussed
- credit transfers will be outlined
- details of school-based traineeships and apprenticeships will be outlined
- work placement application is issued.

A student file and profile for the two-year course of study will be established and maintained.
ASSESSMENT

Assessment Procedures
- The school’s assessment policy is to be followed by students studying subjects with a VET outcome.
- Extension procedures for assignments and activities are outlined in the Diary and applications can be obtained from the Principal.
- Studies completed prior to enrolling in your VET course can be recognised through the RPL process.
- Units of competency can be repeated, resat or revisited if unsuccessful at the first attempt.
- You should negotiate with your teacher if you believe certain types of evidence should be collected to validate your competency.
- After commencement of a course, it is possible for students entering late to undertake all units of competency by completing additional studies.
- Competencies can sometimes be assessed in the workplace when on work placement or in your casual jobs.
- Assessment results may be appealed by following the appeals procedure.

Competency-Based Assessment
Competency-based assessment is the process of collecting evidence and making judgments about whether or not you have the knowledge and skills to meet the performance criteria required in the workplace. For example, are you able to use workplace equipment competently?

With this type of assessment you will be given more than one opportunity to gain competency in particular units of competency or learning outcomes.

Assessment Items
In each semester you will complete a number of items of assessment that will be used to assess your level of achievement in this subject. These may take the form of:

- written responses
- project work
- practical work
- third party reports
- teacher observation
- case studies
- portfolios
- quizzes and simulations
## Subject weights table for use in Year 12 in 2017

This table is for use by students completing (Queensland) Year 12 in 2017.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Year</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
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<tr>
<td>Aboriginal and Torres Strait Islander Languages (Trial)</td>
<td>2011</td>
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<td>Business Communication and Technologies</td>
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### Field Positions (FPs)

A student may receive up to 5 FP s, depending on subject choices. FP s are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

- **Field A**: extended written expression involving complex analysis and synthesis of ideas
- **Field B**: short written communication involving reading, comprehension and expression in English or a foreign language
- **Field C**: basic numeracy involving simple calculations, and graphical and tabular interpretation
- **Field D**: solving complex problems involving mathematical symbols and abstractions
- **Field E**: substantial practical performance involving physical or creative arts or expressive skills.
Staying or Leaving?

There are times when some high school students begin to get restless and unsettled and feel that they just can’t wait to leave school even if it means not completing Year 12.

Are you feeling this way? If so, this reaction is not difficult to understand, especially if things haven’t been going too well for you. Perhaps your results have been down. There may have been disagreements with parents, teachers or friends, or other concerns may have made it difficult for you to concentrate on schoolwork.

Despite this, a hasty decision to leave school prior to completing Year 12 could have an important effect on your future options. It makes sense then to give the question of ‘staying or leaving’ quite a lot of thought before making a definite decision.

The ‘compulsory participation’ requirement introduced in Queensland from 2006 also means that you must participate in ‘learning or earning’:

- for 2 years after you complete compulsory schooling i.e. completed Year 10 or turned 16 years of age, or
- until you turn 17, or
- until you complete a Queensland Certificate of Education or a Certificate III (or higher level) vocational qualification.

How do I feel right now?

A good starting point is to think about your present situation.

Try drawing up a list of reasons why you are thinking of leaving and then answer these questions:

- Are these reasons really strong enough to make me decide to leave school?
- Can I improve things by working on them one at a time (perhaps with someone’s help)?

- Will these same reasons be present next week or next year, or are they short-term issues that may be changed by then?

Why stay?

Instead of rushing into a decision, take a little time to consider the advantages of continuing on to complete Year 12.

Research in Australia indicates that young people who complete Year 12 or an equivalent qualification (e.g. Certificate III) have a better chance of gaining employment.

Students decide to complete their Senior phase of learning for a number of reasons:

- It has become increasingly difficult to gain full-time employment or to gain access to many TAFE and other courses with only a Year 10 level of education.
- A Queensland Certificate of Education may be essential or an advantage for your chosen occupation or for a course in which you are interested.
- A Queensland Certificate of Education may result in a higher salary level or faster promotion in your chosen occupational area.
- Schools now offer a wide range of subjects including vocational education subjects in Years 11 and 12. Study of these subjects can lead to further training or study when you leave school. Some subjects combine study at school with a structured work placement. Also, students can begin a part-time school-based apprenticeship or traineeship as well as study to complete a Queensland Certificate of Education.
- Senior study will, for most students, increase knowledge and skills that are useful for further education, your future career, and life generally.
- School may be a good environment for personal and social development.
• School can be enjoyable in itself through the study of subjects in which students are interested, participation in sports and other recreational and cultural activities, and contact with other students.

An individual choice

There are certainly advantages in staying at school, but these advantages need to be weighed up against other factors which may affect each person differently — factors such as career interests, ability and achievement level, and the courses offered at your school.

Consider your answers to these questions:

• Does your school offer a sufficiently wide range of subjects which could give you skills and competencies or advanced standing for further study?

• Are there other schools you can attend with courses or subjects more suited to your abilities and interests?

• Are there courses offered by TAFE or other accredited training providers that you are eligible for and that would interest you?

• Is it essential or an advantage to continue at school to achieve your career aim?

• What are the financial costs of continuing at school?

• What are the financial implications of leaving school?

• Are you able to obtain a suitable job if you leave school now? Remember, most jobs requiring Year 10 only are likely to be at semi and unskilled levels.

• If you get a job, will it allow you to do a traineeship, apprenticeship or other accredited on-the-job training that will increase your employment and study options in the future?

• Do you feel ready to join the workforce?

• Have you discussed the issue with your parents and/or others important to you?

Not everyone may be able to continue on to complete Year 12. Some parents may think they can’t afford to keep their children at school. If this is a worry, see your guidance officer for information about financial assistance or contact a local Centrelink office.

You may not have achieved very good results and attend a school which offers mainly academic subjects or subjects you have difficulty with. Consequently, Years 11 and 12 could be a very frustrating time. In this case it is possible that a change to a school with a wider range of subject and course options is worth considering.

You may know what jobs you are aiming for, think that it is not necessary to complete Year 12, have already arranged or obtained this type of work with an employer, and prefer to leave school. If so, leaving school may be the best decision for you. But before making a definite decision check again to make sure you can get that job without needing to continue on at school. Also check out how long the job may last and whether it could provide a stepping stone to other positions.

Check the results

For those who decide to leave school, there may be a time in the future when you have reason to reconsider whether your decision to leave school and not to complete your secondary education was a sound one. It could be possible to:

• Come back to school full-time or undertake Senior studies part-time or by distance education.

• Do a tertiary preparation or bridging course.

• Use qualifications from TAFE and other registered training organisations to improve your job prospects or gain entry into higher-level courses.

• Remember that there are now many different pathways to help you pursue your career or job goals.

Finally, circumstances do change from time to time, so a rethink of past decisions is often needed. For most of us, reviewing our choices will be an ongoing part of our working life.
**SPECIAL EDUCATION**

**QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)**

**AIMS:** The Queensland Certificate of Individual Achievement (QCIA) acknowledges and reports the learning accomplishments of students who undertake studies that are part of an individualised learning program. An individualised learning program is developed by the school to meet the students individual learning needs. It may be a school-developed program or an adapted version of other areas of Queensland Certificate of Education (QCE) study that does not meet the syllabus standards or Vocational Education and Training (VET) requirements.

To be eligible to receive QCIA, students must meet **all** of the following requirements:
- be nominated by the principal of the school
- undertake studies that are part of an individualised learning program
- have an impairment or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
- have at least 12 years of schooling (other than schooling in the Preparatory Year)
- be enrolled at school until the date specified as the end of Year 12.

Not all students with impairments or learning difficulties have to receive a QCIA. The school will consult with students and their parents or carers and decide on the best certification option for each student.

At exit from Year 12, a student cannot receive a QCIA and a QCE. However, a student may be issued with the QCIA and bank some credit towards their QCE. In this situation, the QCE may be achieved and awarded post-school. If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account. For example, Vocational Education and Training (VET), Authority subjects and Authority–registered subjects. Any achievements in these areas are recorded on the Senior Statement and cannot be duplicated on the QCIA.

There are two components of the QCIA:
- Statement of Achievement
- Statement of Participation.

The **Statement of Achievement** component certifies the student’s demonstrated knowledge and skills according to the student’s individual learning program. It is organised under six curriculum areas:
- Areas of study and learning
- Communication and technologies
- Community, citizenship and the environment
- Leisure and recreation
- Personal and living dimensions
- Vocational and transition activities.

The **Statement of Participation** component records activities undertaken as part of the student’s senior schooling. Some examples of participation options may include an enterprise education program, a First Aid course, community volunteer work, cross-country or a school musical.

The QCIA is a valuable record of achievement as it is an official record of the completion of 12 years of education. It can be shown to employers as a summary of a student’s knowledge and skills and it can be used by training providers to help them to decide on the best training options.

**CONTENT:** Students may undertake the following individualised learning programs:
- English for Living (EFL)
- Maths for Living (MFL)
- Life Skills (LSK)
- Work Skills (WSK)
- Community, Environment and Citizenship (CEC)
ENGLISH FOR LIVING
The English for Living program continues to build on and develop the language skills and knowledge described in the Year 1 – 10 English syllabus. Fundamental to the program is the concept that students will become critical users of texts, develop abilities in speaking, listening, reading, viewing and writing practices as well as make meaning of texts through understanding the influence of cultural contexts and social situations.

MATHS FOR LIVING
The Maths for Living program has been designed for students in the senior phase of learning who have for many reasons not become functionally numerate. Throughout the program, importance is placed on supporting and facilitating learning through creating an environment that responds to students as they make sense of the world around them. Learning experiences are hands-on, concrete and use relevant real-life situations to derive mathematical meaning.

LIFE SKILLS
The Life Skills program provides students with opportunities to acquire the basic skills they need to achieve independence and success in everyday life. The program focuses on skills such as self-awareness (knowing oneself and personal life choices), people skills, (relating to others), academic skills (reading, writing, maths and study skills), practical living skills (money, travel, living arrangements, shopping, eating, nutrition and exercise), vocational skills (finding a vocation, getting and keeping a job) and problem solving skills (making good decisions, using resources, setting goals and understanding risks).

WORK SKILLS
The Work Skills program requires students to successfully complete 10 units of work which focuses on developing basic skills for the workplace. Unit topics include:

- Develop career and learning development plan
- Work Safely
- Present a positive image in the workplace
- Develop basic knowledge of workplace relations
- Participate in structured workplace learning
- Receive and convey messages
- Apply job search and interview skills
- Use appropriate equipment
- Apply an enterprising approach in a team environment
- Locate and select relevant information

COMMUNITY, ENVIRONMENT AND CITIZENSHIP
The Community, Environment and Citizenship studies deals with the skills needed to function effectively in current and future life roles. Throughout this course students will be given the opportunity to practice new skills in a variety of settings including home, school, work, among peers and in the community. This program of study aims to:

- encourage students to develop strategies to recognise, face and deal with personal, social, workplace and community challenges
- enable students to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole
- help students understand the implications of their own and others’ behaviour
- develop skills to manage change, be resilient and adaptive to cope with the demands of everyday life
- develop skills to access, organise and analyse information and communicate the information effectively to others through planning, teamwork and problem solving
- foster appreciation and respect for cultural diversity
- foster personal development and social skills which lead to self-reliance, self-management, concern for others, and the ability to work in a team
- encourage responsible attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.
The Community, Environment and Citizenship studies consists of the four life roles:

- **Personal management** – personal skills
- **management of relationships** – social skills
- **resources management** – self management skills
- **community participation** – citizenship skills

**Personal skills** help students grow and develop as individuals and also help them to understand how their own actions influence others.

**Social skills** help students live with and relate to other people across a variety of family, social and cultural contexts.

**Self-management skills** help students use their time and capabilities for personal enrichment and the benefit of the communities in which they live.

**Citizenship skills** help students receive positive and enriching experiences from, and make creative contributions to, the various communities of which they are a part, so that they may enhance their own lifestyles and sustain quality community life.

**RESOURCES/TEXTS:**

- Students need to maintain print credit as the theory is conducted online in some subjects.
- 5 x 96 page A4 exercise books (one for each subject listed above).

**PREREQUISITES:** NIL

**ASSESSMENT:** Assessment will be conducted as practical tasks as well as oral presentations, portfolios, projects, examinations, Third Party Reports and assignments. An exit level of achievement will be awarded at the end of each semester. Assessments will be conducted in both individual and group situations.

**COSTS:** NIL

**PREREQUISITES:**
Students must undertake studies that are part of an individualised learning program and have either an impairment or difficulty in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors.

**COSTS:** (In addition to the Resource Hire Scheme)
Excursions are sometimes organised to complement the course. While these excursions are not compulsory, it is beneficial for students to attend them.
Optional Learning Pathways is about providing pathways into post secondary schooling options, either in terms of further study or employment. Alternative programs include:

- **School based traineeships and apprenticeships** which provide opportunities for students to earn while they learn.
- **Structured work placement, work experience and work shadowing** which gives students the opportunity to try different vocations and in some cases this can lead to offers of part-time or full-time employment.
- **Enrolling in a TAFE course** offered as part of the ‘schools program’, which means students can access a number of courses in recognised skills shortage areas at minimal costs. Course duration is generally 12 months and Yr 11 and 12 students can attend either the Bundamba or Toowoomba campuses of TAFE South West.

Students who select an alternative program need to recognise that they have been given the privilege of one day per week to choose their own pathway and this comes with certain responsibilities and expectations:

- **Students and their parents** are accountable for activities undertaken as part of an alternative program, so all absences must be advised to the school and documented through the normal processes.
- **Log books** are provided to all students undertaking work placement and/or school-based traineeships and apprenticeships to document the activities performed by students and provide a record of attendance.
- **There is a large amount of documentation** required to complete any of the alternative pathways listed above, to ensure students are covered by insurance in the workplace and/or enrolled correctly in courses, it is essential that all paperwork is returned in a timely manner.

Any questions relating to alternative programs can be directed to the Senior Schooling Department via the school office.
School based Apprenticeships and Traineeships (SATs)

AIMS: SATs aim to increase the vocational skills of students whilst still at school. A school based traineeship or apprenticeship arrangement combines paid work, a training course and the school curriculum. It provides work for a nominal period that allows a student to successfully gain competence in a trade or vocational area.

Successful trainees will be issued with a nationally recognised certificate from the government and a Statement of Attainment from the Training Provider listing competencies achieved both on-the-job and off-the-job.

DETAILS:
- commence a SAT while at school (still classified as a full-time student)
- attend work part-time (usually one day per week, or for block periods and for some days during the school holidays)
- if necessary, attend school part-time (3-4 days per week)
- undertake the off-the-job training component of their apprenticeship/traineeship during school time. Some training may be able to be done at School
- may earn up to $6000 per annum before Youth Allowance entitlements are affected.

QCE CREDITS AVAILABLE: up to 8 credits

THE PROCEDURE FOR STUDENTS ENTERING INTO A SCHOOL-BASED TRAINEESHIP/APPRENTICESHIP:

1. Student and employer meet for a few day's work experience to confirm both parties are happy with the working arrangement.
2. The Co-ordinator will visit the employer and discuss the traineeship arrangements and responsibilities of all parties. The Co-ordinator will also discuss the responsibilities with the school, the parents and training organisation and answer any questions.
3. The employer decides on which Training Organisation to link with to deliver the training to the trainee as well as assess the appropriate level of traineeship.
4. The Co-ordinator organises the signing of the official Training Agreement with the New Apprenticeship Centre, employer, guardian’s trainee, registered training organisation and school.
5. At the end of probation, the co-ordinator reminds employers to apply for the Federal incentive funding and to check that training has begun.
6. The employer is responsible for ringing Wage Line to check the wage and conditions for the trainee and to have the business name and ABN particulars ready at the signing of the agreement.
7. The trainee is released from school one day per week, or at negotiated times. Employers do not pay the trainee when he/she is at training. As a school-based trainee, the trainee is paid only for the time worked which can include school holidays.
To facilitate a wider range of vocational pathways, the TAFE South West has developed a number of schools program courses that students can study one day per week at the TAFE campuses at Bundamba, Springfield and Toowoomba.

The Year 11 and 12 Pathways Program is a platform to assist students in their future careers with a qualification that enables broader choices into better skilled employment and further learning.

**Benefits of the Program**
- Provides students the opportunity to access higher level qualifications
- Complements the senior phase of student outcomes
- Contributes to the Queensland Certificate of Education
- Enables achievement in workforce preparation and industry acknowledged qualifications

**Program Dates**
Year 11 & 12 courses run from early February to early November, excluding public holidays and may be extended depending on program requirements.

**Course Commencement**
Commencement of all courses offered is dependent on sufficient enrolments. A specified minimum of students per class is required.

**Student attendance**
Students are required to attend classes every day as outlined in the program dates. It is important that students commit to the program and that schools and parents support students to attend as scheduled.

**Fees**
Payment of fees forms part of the enrolment process and vary depending on the material costs involved in the chosen course.

School students are required to pay material fees and a technology fee only, part of this fee is used to provide the student with a TAFE ID card. Students are required to have this ID card on their person when attending class on any TAFE campus.

Fees are not refundable if a student withdraws from a course of study.

**Enrolment Process**
Students are required to submit an “Expression of Interest” form which is located on-line at TAFE Southwest website, indicating their course preference. Allocation of places will be undertaken in order of receipt of a submitted Expression of Interest form.

The TAFE South West will send all enrolment packs for students to the school for distribution to successful students. Students will need to enrol by the end of October 2016 for commencement in 2017.

**Prerequisites**
To enrol in a TAFE course students must have received a “C” standard in at least one semester of Year 10 & 11 Mathematics and English.

**Course Offerings**
There is a range of Certificate I, II, III and Diploma courses offered. Courses run for 1 year on days yet to be determined. Year 11 and 12 students are eligible to enrol.

**Further Details**
A complete guide to TAFE South West schools programs is located on their website, www.tafesouthwest.edu.au.
AHC20116
CERTIFICATE II
IN AGRICULTURE

AHC21216
CERTIFICATE II
IN RURAL OPERATIONS

PROGRAM INFORMATION

Program eligibility requirements
To participate in the VETIS program a student must:

- remain enrolled in and attend a Queensland school throughout the duration of the program;
- be in year 11 or 12 to participate in most programs;
- identify the VETIS program in their Senior Education and Training (SET) plan;
- have agreement from their school and parents;

Students choosing to complete a Certificate III in Rural Operations have the opportunity to complete the program post year 12 via the Certificate III Guarantee program or under a fee for service arrangement.

UQ-GVEC offers training in schools via the Queensland Government’s VETIS program, which is available to students undertaking years 11 and 12. Students have the option to choose between courses in a wide variety of disciplines. Courses are available at Certificate levels I and II.

Year 11 or 12
- Certificate II in Rural Operations or Certificate II in Agriculture at the University of Queensland Gatton Campus or a combination of School and UQ delivery.

Overview
In 2015 UQ-GVEC commenced a program under the VET in Schools Program (VETIS).

The program is designed to expand opportunities and pathways for senior secondary students and expose them to a broad range of agricultural skills via the University of Queensland.

Students who undertake and complete the program receive a nationally recognised qualification whilst still at school.

The program allows for learning which is directly related to the agricultural sector and aims to provide students with the knowledge and skills required to either join the workforce or continue on to higher education pathways.

This qualification provides an entry level occupational outcome in the rural sector. The skills and knowledge acquired enable you to operate machinery and equipment such as:

- Tractors;
- Quad bikes;
- UTV (side by side utility vehicles);
- Small motors;
- Undertake the basic repair of plant and equipment.
In 2017 UQ-CVEC will offer several VETIS study options by forming a partnership with your school.

UQ-CVEC’s VETIS program assists students with:

- providing credit points towards the attainment of a Queensland Certificate of Education, and/or the attainment of a nationally recognised VET qualification;
- supporting young people’s transitions to employment, vocational and higher education pathways.

The VETIS program provides students with the opportunity to attain:

- practical experience;
- familiarity on how workplaces operate;
- employability skills;
- interpersonal skills;
- the potential rural career they would like to pursue.

We offer the following options:

- combined learning at School and the University of Queensland Gatton Campus (subject to school facilities and equipment) – 1 day per week;
- training at University of Queensland Gatton Campus – 1 day per week;
- Students currently enrolled via distance education are welcome to attend our program however students will be required to attend block training during school holidays.

Options after completing the VETIS Program (upon completion of school)

Year 12 graduates can take advantage of the Certificate III Guarantee, which provides fee-free tuition towards the following qualification:

- AHC32215 Certificate III in Rural Operations

To be eligible, Year 12 graduates need to commence training within the calendar year following their completion of Year 12.
Subject Selections

English/Mathematics

Please note that students must gain at least a ‘C’ in Year 10 English and/or in Mathematics if they wish to choose English and/or Mathematics A or B in Year 11.

Students who fail to achieve a ‘C’ or better in both these subjects should consider their options very carefully. Either the student repeats Year 10 or they choose Communication and Pre-vocational Maths in Year 11. Both of these subjects are vocational and are recognised by TAFE.

Students who have not passed English and Mathematics at Year 10 will find that they are ineligible to get into TAFE unless they complete and pass the vocational courses we offer, do these courses outside school and pass or gain a ‘C’ in Year 10 by repeating.

Subject Specific Fees

Please note that certain subjects in the Senior School have a fee beyond the traditional Resource Scheme fee. This has come about as these subjects have a high level of consumable resources. Although each of these subjects receives funding from school, the additional funds received ensures your child gains the educational experiences needed to fully explore the subject. Without these fees we cannot supply your child with all resources. You would need to purchase these yourself. Each subject can provide your child with a list of these resources.

Subjects requiring fees for consumables or special equipment are:

Fees in 2016 were:

- AGRICULTURE $35
- VISUAL ART / VISUAL ART STUDIES $35
- HOSPITALITY $70
- CERTIFICATE III in FITNESS (for 2 Year Course) $360
- CERTIFICATE III in SPORT & RECREATION (for 2 Year Course) $330

The fee for each subject is set by the P&C Association towards the end of each year for the following year. Parents experiencing financial difficulties should contact the Principal to negotiate an appropriate solution.

Subject Based Excursions

Certain subjects have a requirement that students are involved in an out of school excursion/camp or course.

Approximate costs for 2015 were:

- PHYSICAL EDUCATION $55 (UQ)
- BIOLOGY $60 (Camp)
- HOSPITALITY $255 QCWT
- HOSPITALITY STUDIES $30 (Coffee Shop tour)
- DRAMA live performances up to $50
Subject Changes

Students and parents should note that all Senior Subjects are 2 year – 4 semester-programs which demand not only a strong commitment to study but also regular class attendance. This is so that the aims and objectives within a given subject can be fully satisfied. Because the requirements of attendance and course work completion will determine whether a student gains credit for any given semester’s work within a subject, students are not permitted to change subjects unless extensive consultation has occurred between the student’s parents/guardians and the class teacher, Heads of Department, Guidance Officer and Administration.

Should a change of subject be considered appropriate for a student after thorough consultation, the change may occur only within the first 2 weeks of a semester. A change of subject at the end of Semester 1 Year 11 would of course mean that the subject can only expect to be credited with having completed 3 out of the 4 semesters for the new subject. If the change occurred in the first 2 weeks of Year 12 Semester 1 – you will only gain credit for two semesters of the new subject.

The Years 11 & 12, students are required to study 6 subjects unless:

- The student is signed into a traineeship or apprenticeships in which case he/she may study only 5 subjects. Students signing up late in the semester will be expected to complete the subject for that semester and be rated.
- There is an ongoing medical circumstance affecting learning. The decision to do a fewer number of subjects will be left with the Principal in negotiation with the family.
- The student is experiencing difficulties associated with extraordinary family circumstances – again the decision is left to the Principal, in consultation with the family.
WHEN YOU PARTICIPATE IN CLASS, ORGANISE HOMEWORK AND STUDY ACTIVELY, YOU ARE WELL ON THE WAY TO SUCCESS

STUDY TECHNIQUES

* I revise my notes each night
* I am able to pick out the main points from books or notes
* I learn from my mistakes
* I make useful summaries and study them before exams
* I follow my study timetable in preparation for exams
* I am active in my study methods
* I do things to help me remember
* I use a variety of ways to learn
* The time I spend studying is effective

HOMEWORK PATTERNS

* I write down the homework I am given in class
* I take home the books I need to do my homework
* I have a regular time and place for doing my homework
* I use a study / homework timetable
* With large assignments I plan how I will complete them on time
* I work away from distractions such as TV and radio
* My homework is finished on time
* I correct the mistakes I make in my homework

CLASSROOM BEHAVIOUR

* I arrive on time for each class
* I ask questions when I don’t understand
* I take notes regularly
* I have books and materials I need for each class
* I concentrate on what the teacher is saying
* I concentrate on the work I am given
* I answer questions I am asked by my teachers
* I don’t talk to other students when I shouldn’t

THE TRIANGLE TO SUCCESS
AUTHORITY SUBJECTS

1. SUBJECTS WHICH LEAD TO AN OP

   Accounting
   Agricultural Science
   Ancient History
   Biology
   Business Communication and Technologies
   Chemistry
   Drama
   English
   Film, Television & New Media
   Graphics
   Hospitality Studies
   Legal Studies
   Mathematics A
   Mathematics B
   Music
   Physical Education
   Physics
   Visual Arts
ACCOUNTING
Authority Subject

AIMS: The student will gain the factual knowledge and technical skills of Accounting required to read, process, report, understand, analyse, interpret, evaluate and communicate financial data relating to business situations.

Students will also become aware of the use of technology in Accounting through the use of Excel spreadsheets and MYOB Australia's leading accounting software.

CONTENT:  Students will undertake the following units of study:

- Introduction to Accounting
- Analysis of financial reports
- Accounting for Cash
- Internal Controls
- Budgeting
- E- business
- Accounting Package (MYOB)
- Accrual Accounting
- Accounting for Grazing
- Non-current Assets – Depreciation & Controls
- Payroll

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>
| 11   | During the semester, students will focus on the Accounting Process to Trial Balance, Accounting Period Assumptions and Introductory Analysis and Interpretation or Ratios:  
- principles of double-entry accounting  
- preparation of accounting records and reports to indicate financial performance and financial position  
- accounting for the GST  
- analysis and interpretation of financial reports in order to make decisions  
- preparation of accounting records to determine budgeted cash position  
- Importance of cash including reconciliation of bank statements to business accounts  
- control of the major financial elements of a business — cash, credit transactions and inventories. | During the semester, students will focus on Cash Budgets/Spreadsheet Design, Columnar Cash Journals, Bank Reconciliation and Internal Controls Over Cash & Inventories: Accounts Receivable and Payable:  
- research assignment to investigate eBusiness  
- use of information and communication technologies relevant to the preparation of accounting records and reports — accounting packages and spreadsheets  
- investigate the nature of grazing enterprise and account for valuation of livestock at stock.  
- accounting for purchase depreciation and disposal of non-current assets.  
- control of the major financial elements of a business — non-current assets  
- Development and implementation of an electronic payroll system using MYOB |
| 12   | During the semester, students will focus on their Personal Finance, MYOB Accounting Package, Accrual Account and Accounting for Grazing:  
- research assignment to investigate eBusiness  
- use of information and communication technologies relevant to the preparation of accounting records and reports — accounting packages and spreadsheets  
- investigate the nature of grazing enterprise and account for valuation of livestock at stock.  
- research assignment to investigate eBusiness  
- use of information and communication technologies relevant to the preparation of accounting records and reports — accounting packages and spreadsheets  
- investigate the nature of grazing enterprise and account for valuation of livestock at stock. |

QCE CREDITS AVAILABLE:  4

RESOURCES/TEXTS:  Accounting Applications and Concepts

PREREQUISITES:  To be eligible to commence this OP subject, students must have achieved the following:

- A ‘C’ in English in Semester 2 Year 10  
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and  
- An attendance rate of 85% or greater during Year 10.

It is recommended that students undertaking this course have successfully achieved at least a ‘B’ English and at least a ‘C’ in Maths. The nature of this subject will require students to be highly motivated and self-disciplined as the subject requires consistent completion of homework. The subject also requires the student to work independently on self-paced work.
ASSESSMENT: Judgments are made about a student’s exit level of achievement, using three criteria:

- knowledge and procedural practices
- interpretation and evaluation; and
- applied practical processes

Assessment techniques may include objective/short-answer response items, extended response items, practical application items, responses to stimulus materials, assignments, projects and research assignments. Other non-written presentations such as data shows or multimedia presentations may also be used.

COSTS: Possible excursions to be advised during the course of study.

CAREERS: No specific career is targeted, however after this course of study, students will be able to recognise their interest and aptitude in pursuing careers including but not limited to Bookkeeper, Clerk, Office Manager, Business Education Teacher, Accountant.

HOW CAN PARENTS HELP? Parents can help students by providing a supportive environment in the home, by showing an interest in what students are doing daily, and by encouraging them in their learning. Parents and guardians have experience in financial matters and can therefore discuss financial issues in the home, thereby stimulating students’ interest in Accounting. Frequent communication between the home and the school also provides additional support for students. Information about accounting issues and situations that are to be addressed in the course is listed in the approved work program of the school.

Parents and guardians might also consider:

- perusing the Accounting syllabus from which schools plan their programs of work
- discussing the school work program with the teacher
- discussing the student’s progress with the student and relevant school personnel
- drawing attention to accounting-related issues as presented in the media.
AGRICULTURAL SCIENCE
Authority Subject

AIMS: Agricultural Science deals with plant agronomy, animal husbandry and sustainable management of agricultural production systems. This subject provides opportunities for students to explore agricultural concepts and systems and to investigate agricultural issues and problems. Students engage with the agricultural industry through the integration of three areas of study: plant science, animal science and agribusiness. Sustainable resource management underpins the course of study as students consider factors impacting on agricultural production systems.

Students are afforded the opportunity to gather, collate and analyse direct evidence through ‘hands on research’ which stimulates the work of agricultural scientists, managers and producers. Students develop skillsets which are conducive to success in the workforce and requisite for success at University.

CONTENT:  This is a two year course. Students will begin in Year 11 with either Year A or Year B. They will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR A</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Resource Management</td>
<td>Animal Science</td>
<td></td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td>• Intensive and extensive production systems</td>
<td>• Animal digestive systems</td>
<td></td>
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<tr>
<td>• Plant and animal management</td>
<td>• Animal nutrition</td>
<td></td>
</tr>
<tr>
<td>• Climate and weather</td>
<td>• Animal Health, husbandry and disease management</td>
<td></td>
</tr>
<tr>
<td>• Soil, water and land management</td>
<td>• biosecurity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR B</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant Science</td>
<td>Animal Science</td>
<td>Agribusiness</td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td>• Plant structure and function</td>
<td>• Animal reproductive systems</td>
<td></td>
</tr>
<tr>
<td>• photosynthesis</td>
<td>• Animal courtship and mating</td>
<td></td>
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<tr>
<td>• the relationship between crop management and plant yield</td>
<td>• Pregnancy and parturition</td>
<td></td>
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<tr>
<td>• Agronomy</td>
<td>• Reproductive technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Agribusiness</td>
<td></td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS: Clark, A. (2004) Senior Australian Agriculture. Students will have access to a range of other texts and multimedia material.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:

• A ‘C’ in English in Semester 2 Year 10
• ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
• An attendance rate of 85% or greater during Year 10.

Students must also achieve a ‘C’ in Year 10 Agriculture or Year 10 Science.

ASSESSMENT: A range of assessment techniques are used in the course including examinations, extended written tasks and multimedia presentations.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Cost for Consumables will be $30.

CAREERS: A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, biotechnology, environmental management, business, marketing and agricultural education, research and development.
ANCIENT HISTORY
Authority Subject

AIMS: Through the study of history, we can understand why our modern world is the way it is. In our everyday lives, we need to understand situations, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgements and reflect on our decisions. We also need the communication skills that are developed and practised in all phases of historical study.

Through studying history, we should be more ready to cope with the present and influence the future.

CONTENT: This is a two year course. Students will begin in Year 11 with either Year A or Year B. They will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year A</th>
<th>Semester 1</th>
<th>Studies of Archaeology I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td></td>
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<tr>
<td></td>
<td>• Introductory topic: The skills of the Historian</td>
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<tr>
<td></td>
<td>• Inquiry Topic 1: Methodology of Archaeology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inquiry Topic 2: “I see wonderful things” – Tutankhamun’s Tomb &amp; Deir el Medina</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year A</th>
<th>Semester 2</th>
<th>Studies of Archaeology II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inquiry Topic 3: “An unnaturally hot summer’s day” – Pompeii 79AD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bridging Topic: Archaeology Around the World</td>
<td></td>
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<tr>
<td></td>
<td>• Inquiry Topic 4: Monuments in Stone – the Wider World</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year B</th>
<th>Semester 3</th>
<th>Personalities in History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td></td>
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<tr>
<td></td>
<td>• Introductory topic: The Nature of People With Power</td>
<td></td>
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<tr>
<td></td>
<td>• Inquiry Topic 5: ‘I am the Greatest’ – Political Power in Rome</td>
<td></td>
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<tr>
<td></td>
<td>• Inquiry Topic 6: Reformers – The Power of the People</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year B</th>
<th>Semester 4</th>
<th>Europe in Transition and Studies of Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transition – Ancient to Medieval</td>
<td></td>
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<tr>
<td></td>
<td>• Inquiry Topic 7: Rule Britannia – Early Britain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bridging Topic: Ancient Roots, Modern Beliefs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inquiry Topic 8: God, Buddha or Allah? – The Emergence of Major World Religions</td>
<td></td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS: Lawless, Cameron and Young, (1996) Unlocking the Past: Preliminary Studies in the Ancient World, Thomson and Nelson, Victoria. Various other texts and sources are used throughout the two year course of study.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
• A ‘C’ in English in Semester 2 Year 10
• ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
• An attendance rate of 85% or greater during Year 10.

A high level of oral and written communication skills are required to successfully complete this course. Consequently a ‘B’ standard in Year 10 English is recommended.

ASSESSMENT: Students will be involved in completing assessments such as:
• Multi Modal presentation (non-written)
• Written Research Tasks (up to 2000 words in Year 12)
• Extended written response in essay form to stimulus, both seen and unseen, under test conditions (up to 2000 words in Year 12)
• Supervised short response test, response to stimulus test on other written responses such as editorials or news articles all performed under test conditions.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Overnight excursion in both Year 11 and Year 12 – Cost TBA

CAREERS: Foreign Affairs, Politics, Tourism, Public Service, Teaching, Law, Journalism and many other professions requiring skills in communication, research and analysis.
BIOLOGY
Authority Subject

AIMS: Biology is the study of life through the use of theoretical concepts, excursions, field work and practical work. It covers topics of the origin, development, diversity, functioning and evolution of living organisms and systems and consequences of intervening in those systems.

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

CONTENT: This is a two year course. Students will begin in Year 11 with either Year A or Year B. They will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>
| A    | * Life and its Organisation  
     | * Microbes and Disease | * Cell biology  
     | * Genetics | |
|      | During the semester, students will focus on:  
     | • Classification  
     | • Emerging diseases | During the semester, students will focus on:  
     | • Cell structure and function  
     | • Genetics |
| B    | * Ecology  
     | * Animal Physiology | * Plant Physiology  
     | * Adaptation and Evolution |
|      | During the semester, students will focus on:  
     | • Ecology  
     | • Reproduction and animal physiology | During the semester, students will focus on:  
     | • Plant physiology  
     | • Evolution and advanced ecology |

QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS: Students will access a range of texts and multimedia material.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

A ‘C’ in Year 10 Science is also required.

ASSESSMENT: Student folios will comprise written tasks (exams and essays), extended response tasks (reports, multimedia presentations and oral presentations) and extended experimental investigations (research projects and reports).

COSTS: Cost for Biology camp approximately $70 each year. (In addition to the Resource Hire and Student Contribution Scheme)

CAREERS: Laboratory options, Agricultural work sectors, Medicine, Veterinary Science, Teaching, Nursing, Scientific Research, Dental Therapy and Dentistry, other Health occupations. Consult the Guidance Officer for a complete listing of possible courses.
**BUSINESS COMMUNICATION AND TECHNOLOGIES**

**Authority Subject**

**AIMS:** Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations. This subject fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Context – Travel</td>
<td>Context – Public Administration</td>
</tr>
</tbody>
</table>

During the semester, students will focus on:
- Business and work environments
- Workplace, health and safety, and sustainability

During the semester, students will focus on:
- Industrial relations
- Managing workplace information

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Context – Education/Retail</td>
<td>Context – Medical</td>
</tr>
</tbody>
</table>

During the semester, students will focus on:
- Events administration
- Social media

During the semester, students will focus on:
- International business
- Organisation and work teams

**QCE CREDITS AVAILABLE:** 4 credits for passing the subject

**RESOURCES/TEXTS:** Investigating Business Communication and Technologies

**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

Students also require sound computer skills.

**ASSESSMENT:** A wide range of assessment techniques are used to assess three exit criteria – knowledge and understanding business, investigating business issues and evaluating business decisions. Assessment techniques may include:
- Short written responses
- Extended written responses
- Spoken/multimodal presentations
- Research

**COSTS:** (In addition to the Resource Hire and Student Contribution Scheme) NIL

**CAREERS:** This course is designed to provide a foundation in the study of business and prepare students for further education, training and employment. Career opportunities can exist in many areas of the world of business such as Management, Traineeships, Secretary, Receptionist, Banking and many more.
## CHEMISTRY

### Authority Subject

**AIMS:** Chemistry involves the study of the structure of substances, their composition and the means used by nature to hold matter together. The chemistry of water, the atmosphere, gases and corrosion will be studied. Modern needs of identification and analysis of chemicals lead to studies of industrial applications of chemistry. Chemistry will investigate using chemicals and food to produce energy. The historical discoveries of the past which have led to modern chemistry are learnt. Have you ever wondered what sugar is made of or how plastic is made? Your child will learn these answers and much more in Chemistry.

**CONTENT:** This is a two year course. Students will begin in Year 11 with either Year A or Year B. They will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The Beginnings of Chemistry (Year 11 only)</td>
<td>Polymers</td>
</tr>
<tr>
<td></td>
<td>Organic Chemistry (Year 12 only)</td>
<td>Water Quality</td>
</tr>
<tr>
<td></td>
<td>Wine Analysis</td>
<td>The Air we Breathe</td>
</tr>
</tbody>
</table>

During the semester, students will focus on:
- An introduction to chemistry
- Testing techniques within chemistry
- Qualitative and Quantitative testing of wine
- Chemical analysis of wine

During the semester, students will focus on:
- The chemistry of plastics
- Properties and analysis of water
- Solubility of solids and gases
- Gas laws and the composition of our atmosphere

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The Beginnings of Chemistry (Year 11 only)</td>
<td>The Chemical Industry</td>
</tr>
<tr>
<td></td>
<td>Organic Chemistry (Year 12 only)</td>
<td>Redox Reactions</td>
</tr>
<tr>
<td></td>
<td>Soaps and Detergents</td>
<td>Acids and Bases</td>
</tr>
</tbody>
</table>

During the semester, students will focus on:
- Organic chemistry
- Testing techniques within chemistry
- Qualitative and Quantitative testing of soaps
- Soaps and detergents

During the semester, students will focus on:
- Industrial production of chemical products
- Reduction and oxidation reactions
- Properties and reactions of acids and bases

**QCE CREDITS AVAILABLE:** 4

**RESOURCES/TEXTS:** Spence, R et al: (2007) Chemistry - A Contextual Approach 2nd Ed. Students will access a range of other texts and multimedia material.

**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

A ‘C’ in Year 10 Science is also required.

**ASSESSMENT:** Student folios will comprise supervised assessment (exams and essays), extended response tasks (research reports and articles) and extended experimental investigations (research projects and reports).

**COSTS:** (In addition to the Resource Hire and Student Contribution Scheme) NIL

**CAREERS:** Possible courses include Dentistry, Health Sciences, Pharmacy Science, Laboratory Science, Teaching, Food Technology, Forestry, Agricultural Science, Surveying, Home Economics, Medicine, Veterinary Science and many others. Consult the Guidance Officer for a complete listing of possible courses.
**AIMS:** Senior Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places, within real, imagined, and mediatised contexts. Students will use and develop their creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in various situations and contexts.

Senior Drama gives an equal focus to creation, performance and analysis of dramatic works. Active and productive participation and high achievement are expected from all students in all aspects of the course. Students will explore a variety of theatrical styles and creative processes as they develop and apply performance, ensemble, creative, technical, reflective, critical and academic skills.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semesters</th>
<th>Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 1</td>
<td>Australian Gothic, Heritage Tragedy</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Contemporary Tragedy, Postmodern Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemplating the tragedies of Shakespeare and the Ancient Greeks * Recontextualising these texts for contemporary audiences * Analysing and responding to a live performance * Exploration of Australian Gothic and its conventions * Developing performance skills including interpreting a playtext * Working in groups to prepare an Australian Gothic performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working as a class to develop a contemporary reworking of a classic tragedy * Developing performance skills including use of body and voice * Public performance: Theatre Restaurant * Exploring postmodern theatre, e.g. Theatre of the Absurd, Surrealism * Developing understanding of the role cultural context plays in the arts * Responding to live performance through viva voce</td>
</tr>
<tr>
<td></td>
<td>Semester 1</td>
<td>Realism, Political Theatre</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Physical Theatre, Cross-Media Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploring the dramatic languages through Realist plays * Developing realistic acting skills * Interpreting a script and building character using the action-target method * Analysing and responding to a live performance * Exploration of social and political issues in theatre * Study of political theatre styles and conventions * Developing directing skills to create meaning through political theatre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploration of Physical Theatre in Australian and Asian cultures * Devising and workshop Physical Theatre through the Viewpoints and Suzuki training method * Preparing a Physical Theatre performance for public performance * Exploration of multi-disciplinary performance * Creating performance from stimulus * Viewing and responding to live theatre</td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 4

**RESOURCES/TEXTS:** Students will study a diverse range of texts including film, print and electronic media. Texts will be drawn from a variety of cultural and chronological sources.

**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.
It is also recommended that students have achieved a ‘C’ in Year 10 Drama. Students who have not studied Year 10 Drama but still wish to select Drama in Senior are advised to consult with the Head of Department (The Arts), or current Senior Drama Teacher. This course of study requires students to analyse and evaluate live performances and students will be required to complete in-depth essays demonstrating these abilities. The Responding component makes up one third of the course and must be completed for an overall pass in this subject.

Students are required to have a genuine interest in the Arts and a willingness to commit themselves to self-disciplined individual and group work. This subject requires work to be completed out of class time, including group rehearsals and public performances. Enthusiasm for, and commitment to, group work is essential. A willingness to perform for public audiences is also obligatory for this subject.

ASSESSMENT: Judgements are made about a student’s exit level of achievement using the three criteria of forming, presenting and responding. A variety of assessment techniques are used, including:

- **Forming** *(the student working as artist in the making of creative work)*: directorial folio, design concept and directing workshop.
- **Presenting** *(the student working as actor in planned and rehearsed performances)*: performance of scripted, student-devised and mediatised drama.
- **Responding** *(the student working as academic, reflecting, interpreting and analysing from a position outside or after the drama)*: critical essay, multimedia seminar and viva voce.

All three areas will be assessed and weighted equally across each semester.

COSTS: In addition to the Resource Hire and Student Contribution Scheme, students will be required to attend a number of workshops and excursions outside of school hours in order to complete assessment. These excursions and workshops are compulsory, with prices ranging from $30 - $50. A number of non-compulsory extra-curricula excursions are also organised to further expose students to live theatre and different performance and theatrical styles.

CAREERS: Drama provides students with a range of skills transferable to a variety of vocational and future pathways. The knowledge, understanding and skills that students develop in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Drama assists students to develop their creativity, communication skills, teamwork, empathy, and critical thinking skills – all skills that are highly valued by employers and beneficial to one’s personal growth as an active citizen.
**ENGLISH**  
Authority Subject

**AIMS:** In Senior English, students learn how language use varies according to context, purpose, audience, content, modes and mediums. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary. To achieve the objectives of the English syllabus and prepare students for effective participation in society, students are provided with opportunities to learn about language for genuine social purposes, to study and reflect critically upon a range of texts from their own and other cultures. In our program students are encouraged to gain pleasure from texts while developing understandings of the power of texts to influence, tell the stories of a culture and promote shared understandings. The course is organised to introduce students to the major concepts and to reflect on themselves, the Australian culture, the wider world, other cultures and the past.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do You See What I See? Representations of Reality</strong></td>
<td><strong>The Australian Jigsaw</strong></td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td>• A variety of popular culture texts</td>
<td>• Analysing and evaluating representations in Australian films, novels and poetry</td>
</tr>
<tr>
<td>• Key terms important to the English Course - discourse, gaps, silences, intertextuality, marginalisation, foregrounding, representations, reader positioning, invited, resistant and alternative readings</td>
<td>• Gaps and silences in texts</td>
</tr>
<tr>
<td>• Identifying and analysing the cultural assumptions, values, beliefs and attitudes that have shaped their own identity</td>
<td>• Marginalisation</td>
</tr>
<tr>
<td>• Discourses in biographies or autobiographies</td>
<td>• Short story, poetry and film techniques</td>
</tr>
<tr>
<td>• The way in which gaps and silences can be used to convey a particular representation or position the audience.</td>
<td>• How race, class and gender influence the values and behaviours of characters and how they interact</td>
</tr>
<tr>
<td>• The construction of reality in non-fiction texts by understanding how some voices are marginalised and other voices are promoted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Views of the World; How fair is that?</strong></td>
<td><strong>Other Places, Other Times; Reflections</strong></td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td>• Multiple readings of texts.</td>
<td>• Exploring the language and conventions of a Shakespearean play, particularly in terms of gender and class readings.</td>
</tr>
<tr>
<td>• Analysing and appreciating poetry as an aesthetic text</td>
<td>• Demonstrating the knowledge they have gained about language, issues and texts.</td>
</tr>
<tr>
<td>• Representation of issues, concepts, relationships and identities of individuals, groups, times or places</td>
<td>• Examining texts for their underlying discourses and ideologies, and the ways in which groups, times and places are represented and the consequences of these representations for groups and individuals.</td>
</tr>
<tr>
<td>• Textual choices and techniques used to position readers and viewers</td>
<td>• Exploring a range of possible readings in their texts.</td>
</tr>
<tr>
<td>• The role of the media, the power of language and how we can be manipulated as a viewer and reader.</td>
<td></td>
</tr>
<tr>
<td>• Deconstructing aspects of novels, plays, films and poetry</td>
<td></td>
</tr>
<tr>
<td>• Understanding how texts influence, create or perpetuate myths, stereotypes, beliefs, attitudes or particular discourses</td>
<td></td>
</tr>
<tr>
<td>• The way in which gender, class, race, beliefs and cultural or historical contexts affect reader positioning.</td>
<td></td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 4 Students require a sound in at least one semester of English or English Communication to fulfil the requirements of the Literacy component of the QCE.
RESOURCES/TEXTS: Students will study a range of novels, poetry, plays and films from different cultural and historical contexts. A range of media and multimedia texts will be included in the course.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

Students who do not achieve a ‘C’ in Year 10 English must choose English Communication.

ASSESSMENT: In each semester, students will complete:
- one oral task (individual/group) which may include digital texts
- two major writing tasks (one will be under test conditions or restricted conditions).

Assignments are approximately 600 - 1000 words in length. Oral presentations will vary from 4 – 10 minutes in length. At the beginning of each semester, students will be given an outline of the semester’s assessment requirements and due dates. Students will be given a task and a criteria sheet at the beginning of each unit.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) NIL

Excursions are sometimes organised to complement the course. While these excursions are not compulsory, it is beneficial for students to attend them.

CAREERS: Most career options will require a sound achievement in English or English Communication. A sound achievement in English is a prerequisite for most university courses.
AIMS: We live in a media saturated world where it is almost impossible to avoid the influence of technology. The vast majority of households have two or more televisions, which are usually blaring with some form of entertainment. In the car we may have the radio on and instead of playing outside and interacting socially, we often isolate ourselves by plugging in to ‘ipods’ or staring at a computer screen where we would rather get lost in the net or glued to ‘YouTube’. We are now more comfortable communicating via text messages, ‘Facebook’ or ‘Twitter’ rather than talking or writing a letter.

Technology is becoming an intricate part of our lives. We are constantly bombarded with highly saturated messages that are carefully constructed and determined to persuade us into buying this, voting for that or believing in this. By studying this subject, students are encouraged to stop and question how reliable information is, what is right, what is truth and to consider hidden messages and meanings. Appearances can be very deceiving and in the world of film, television and media... image is everything. The students are encouraged to look beyond these deceiving images to discover what is really being said.

The media is the most influential and accessible agent of social conditioning in today’s society. Film, Television and New Media are contemporary texts that provide citizens with primary sources of information, entertainment and education. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. Visual literacy and discernment is therefore essential to every student. “Film, Television and New Media” offers one of the most exciting fields for the development of creativity, educational challenges, social awareness and critique. With an emphasis on practical assessment, students are encouraged to excel.

This course aims to provide students with knowledge of design and production processes through involvement in film, television, and new media production. This knowledge, together with an understanding of how to analyse texts, assists in developing student awareness of the role of the media in our society and its power as a form of mass communication in today’s technological world.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here’s Looking At You Kid</td>
<td>My Voice Documentary</td>
</tr>
<tr>
<td>Y E A R 11</td>
<td></td>
</tr>
<tr>
<td>During this semester unit, the students gain a solid understanding of the codes and conventions of media products. They also study various filmmakers and their unique styles. Early on in the unit the students are introduced to mise-en-scene, composition and production design. They are also introduced to narrative film styles. This unit culminates in the students creating a 2-minute film.</td>
<td>During the semester, students will study the evolution of new media forms and analyse the impacts these are having on society and the film industries. Students will design and produce a short documentary for an online youth film festival which positions the audience to take up a certain representation of an issue.</td>
</tr>
<tr>
<td>Students will study:</td>
<td>Students will study:</td>
</tr>
<tr>
<td>• Moving-image codes and conventions.</td>
<td>• New media technologies and platforms.</td>
</tr>
<tr>
<td>• Camera and editing basics.</td>
<td>• Web 2.0 and audience interactivity.</td>
</tr>
<tr>
<td>• Evolution of the moving-image.</td>
<td>• Online video games and communities.</td>
</tr>
<tr>
<td>• Design basics – scripts and storyboards.</td>
<td>• Online social networking sites.</td>
</tr>
<tr>
<td>• Digital video production basics.</td>
<td>• Blogging and citizen journalism.</td>
</tr>
<tr>
<td>• The history and development of the Hollywood studio system.</td>
<td>• The impact of new media on ‘old’ media.</td>
</tr>
<tr>
<td>• The contemporary Hollywood entertainment industries.</td>
<td>• The impact of new media on society.</td>
</tr>
<tr>
<td>• Hollywood genre films and their codes and conventions.</td>
<td>• Independent film production.</td>
</tr>
<tr>
<td>• Indie filmmakers and alternative production processes.</td>
<td>Film-making competitions and funding.</td>
</tr>
<tr>
<td>• Film style and auteur theory.</td>
<td>• Alternative screening, distribution and audiences.</td>
</tr>
<tr>
<td></td>
<td>• New technologies challenging and changing the dominant television format.</td>
</tr>
<tr>
<td></td>
<td>• Media convergence.</td>
</tr>
<tr>
<td></td>
<td>• The role of the documentary in democracy and citizenship.</td>
</tr>
<tr>
<td></td>
<td>• Documentary production practices.</td>
</tr>
<tr>
<td></td>
<td>• Documentary techniques and formats.</td>
</tr>
<tr>
<td></td>
<td>• Techniques to position audiences.</td>
</tr>
<tr>
<td>SEMESTER 1</td>
<td>SEMESTER 2</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Targeting Youth</strong></td>
<td><strong>Challenging the Mainstream</strong></td>
</tr>
</tbody>
</table>

In this unit students explore the ways that media institutions target teenage audiences in their design of film and television products. Students will investigate the institutional conventions of teen television and will analyse the film languages and representations common in teen series’ pilot episodes. The students will then undertake an analysis of the short narrative film format and will design and produce their own short film that will appeal to a teenage audience.

**Students will study:**
- Youth as a target audience.
- Institutional commercialisation of teens.
- Features of media that appeal to youth.
- Designing media for specific audiences.
- Conventions and languages of teen drama and narrative.
- Youth television and teen film.
- Teen stereotypes and representations.
- Appealing to teens outside the mainstream – indie film and cult TV.
- TV pilot episode conventions.
- Advanced film narrative structure – non-linear and circular narratives.

In this unit the students turn their attention to the World Cinema industry and the messages it voices. This unit also builds upon the creative aspect of filmmaking and honing the students’ technical skills with sound recording, editing and cinematography through a study of Surrealist filmmaking. Surrealism is a term that describes a range of cinematic styles that are generally quite different from, and often opposed to, the practises of mainstream commercial and documentary filmmaking. The students study a range of films then have the opportunity to make their own.

**Students will study:**
- Alternatives to Hollywood and narrative film-making.
- History and development of film styles and movements.
- Multiple and non-linear narratives.
- Avant-garde film.
- Film movements – expressionism, impressionism, surrealism.
- Experimental films.
- Animation as an art form.
- Film languages, codes and conventions unique to experimental/art films.
- Experimental film production and analysis.

**Within each of these units are numerous topics of study including:**
- Audiences
- Image
- Composition
- Editing
- Film language
- Post production
- Cinematography
- Representations
- Narrative and Non-narrative
- Scriptwriting
- Sound engineering and design
- Special Effects makeup
- Storyboarding
- Persuasion
- Institutions
- Mise-en-Scene

**How are Students Assessed?**
- Class discussion and participation
- Group video productions
- Individual video productions
- Online and printed folio of work
- Seminar presentations
- Debates
- Short answer and extended written Exams
- Submitted assignments
- Teacher observation
- Workshops
- Written scripts, storyboards and proposals
- Research reports

Students will build up a portfolio of work including films on DVD, compositional folios, film reviews and critiques. This portfolio will be an asset in seeking employment or entry into further study in the “Media Industry”.

**QCE CREDITS AVAILABLE:** 4 QCE credits are achieved with a successful pass in this subject.

**RESOURCES/TEXTS:** Students will study a range of film, television, new media and printed texts and will complete class tasks and assessment using a variety of multimedia resources including the internet, online media platforms, video cameras and film editing software.
**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

This course of study requires students to analyse film, television and new media texts and institutions and students will be required to complete in-depth essays, feature articles and presentations on particular aspects of the moving-image.
- Students should have a genuine interest in film and media and a flair for creativity.
- Students should be able to work individually and in groups.
- Students should have a keen interest or an ability to use technology.
- Students should have an eagerness to learn and participate.

**COSTS:** (In addition to the Resource Hire and Student Contribution Scheme) $40

**CAREERS:** The course is a good grounding to any career in the Media Industry including: Television Production, Film or Video Production, Advertising, Journalism, Photography, Marketing, Media Design, Post Production, Radio Production as well as Public Relations, Teaching, Business or Event Management or Creative Design. It is also a good basis should students decide to undertake further study at a Tertiary level in any of the Creative Industries.

**CONSIDERATIONS:** Students will be expected to provide:
- Earphones for Editing
- USB with a minimum of 8GB or Portable hard drive
- Display book for handouts
- Exercise book

Throughout the year there will be excursions to workshops, festivals and screenings both inside and outside of school time. Students should also remember this subject will **require** work to be completed out of class time to view films, complete location shoots and to complete editing.
AIMS: Graphics is a course that develops skills in interpreting, generating and creating graphical communication. Students experience a journey from planning to production in simulated real-world contexts. The course engages students in making judgments and justifying decisions to achieve clear communication and compliance with standards and conventions that make graphics an international language.

Students produce graphical representations in two-dimensional and three-dimensional formats. Students require a high level of spatial awareness and skill to be able to separate complex drawings into primitive components.

The delivery of the course is through the implementation model that consists of three stages: planning, refinement and production, and is applied in real-world contexts of the Built environment, Production graphics and Business graphics. This delivery provides realistic experiences and prepares students for the use, interpretation and generation of graphical representations in a variety of industry settings.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
</tr>
<tr>
<td></td>
<td>• Industrial Design</td>
<td>• Built Environment (Landscaping)</td>
</tr>
<tr>
<td></td>
<td>• Built Environment (Architecture)</td>
<td>• Graphic Design</td>
</tr>
<tr>
<td></td>
<td>- Machinery parts drawn to specific standards</td>
<td>- Surveying &amp; Design of landscaped garden areas</td>
</tr>
<tr>
<td></td>
<td>- Residential (House Plans)</td>
<td>- Corporate Identity – Logos, Branding &amp; Signage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
</tr>
<tr>
<td></td>
<td>• Graphic Design</td>
<td>• Built Environment (Architecture)</td>
</tr>
<tr>
<td></td>
<td>• Industrial Design</td>
<td>• Built Environment (Landscaping)</td>
</tr>
<tr>
<td></td>
<td>- Product Packaging &amp; Recycling</td>
<td>- Investigating Environmentally sustainable design elements and how existing structures can be upgraded.</td>
</tr>
<tr>
<td></td>
<td>- Designing Health &amp; Fitness Equipment</td>
<td></td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS: A wide variety of textbooks and resource materials that could be used as sources of information about Graphics are available. Our school uses ‘Senior Graphics for Queensland Schools’ as our primary text, available through the school hire scheme. Many interactive and static websites can be used to enhance a course in Graphics and often include useful resources. Students will also be utilising a number of CAD packages including AutoCad, AutoDesk Inventor and Revit, which will assist with design and Architectural topics.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

Previous study of Graphics in Year 10 would be advantageous.

ASSESSMENT: Students will be required to produce several Design folios and a number of tests each year demonstrating a high degree of graphical ability. Students will be accessed on criteria relating to the three contextual units:
- Industrial Design
- Graphic Design
- Built environment. (Architecture and Landscaping)

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Nil

CAREERS: At the successful completion of the subject, students should be more motivated to pursue vocational interest in areas such as architecture, surveying and drafting, or go on to higher studies in these areas as well as in science and engineering.
HOSPITALITY STUDIES
Authority Subject

AIMS: Hospitality Studies develops a critical awareness of the social, cultural, environmental and economic factors that affect the hospitality industry, while promoting efficient, creative and entrepreneurial skills and a commitment to service. The subject introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical frameworks relevant to the industry. They create, implement and reflect on hospitality events, and examine and evaluate hospitality industry issues, exploring the possibilities for a sustainable future for the industry. Hospitality issues are challenges that impact the hospitality industry.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beverage Production Services</strong></td>
<td><strong>Kitchen Production</strong></td>
</tr>
<tr>
<td><strong>Food and Beverage Services</strong></td>
<td><strong>Food and Beverage Services</strong></td>
</tr>
</tbody>
</table>

**Year 11**

<table>
<thead>
<tr>
<th>During the semester, students will focus on:</th>
<th>During the semester, students will focus on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal and food hygiene</td>
<td>• Customer service</td>
</tr>
<tr>
<td>• Food hygiene regulations</td>
<td>• Dealing with difficult customer</td>
</tr>
<tr>
<td>• Client and customer’s needs</td>
<td>• Quality presentation of venue e.g. decor, ambience</td>
</tr>
<tr>
<td>• Beverage product knowledge e.g. non-alcoholic and alcoholic beverages</td>
<td>• Sequence of service</td>
</tr>
<tr>
<td>• Quality presentation of beverages</td>
<td>• Food and beverage service knowledge e.g. plate service, buffet service, table d’hote, a la carte</td>
</tr>
<tr>
<td>• Principle and methods of beverage service</td>
<td>• Knowledge of restaurant set-up e.g. table positioning, waiter stations, décor, napkin folds, seating plans, reservations</td>
</tr>
<tr>
<td>• Principle method of beverage production</td>
<td>• Liquor legislation</td>
</tr>
<tr>
<td>• Creating beverage menus</td>
<td>• Communication skills</td>
</tr>
<tr>
<td>• Providing responsible service of alcohol</td>
<td>• Creating beverage menus</td>
</tr>
<tr>
<td>• Implications of not abiding by legislation</td>
<td>• Issue: The impact of the obesity epidemic on the hospitality industry.</td>
</tr>
</tbody>
</table>

• Issue: The impact of alcohol on hospitality establishments
• Event: Mocktail party

**Year 12**

<table>
<thead>
<tr>
<th>During the semester, students will focus on:</th>
<th>During the semester, students will focus on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Food and beverage services</td>
<td>• Customer service</td>
</tr>
<tr>
<td>• Equipment and product knowledge</td>
<td>• Dealing with difficult customer</td>
</tr>
<tr>
<td>• Prepare and serve a range of coffees and teas</td>
<td>• Service of food</td>
</tr>
<tr>
<td>• Catering for clients with specific needs</td>
<td>• Scheduling e.g. rosters</td>
</tr>
<tr>
<td>• À la carte catering function</td>
<td>• Formal catering function</td>
</tr>
<tr>
<td>• Food trends and cuisine styles</td>
<td>• Creating beverage menus</td>
</tr>
<tr>
<td>• Beverage trends and styles</td>
<td>• Food hygiene regulations</td>
</tr>
<tr>
<td>• Issue: The impact of catering for clients with special needs in hospitality establishments</td>
<td>• Sustainability issues for food and beverage services e.g. waste management and recycling</td>
</tr>
<tr>
<td>• Event: Luncheon with matching beverages</td>
<td>• Issue: The impact of sustainable practices on the hospitality industry.</td>
</tr>
<tr>
<td></td>
<td>• Event: Formal restaurant</td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4
**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:

- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

A ‘C’ in Year 10 Hospitality would benefit, however is not essential.

**ASSESSMENT:** This course is set up as a two year program with assessment which involves practical and written assessment. There is an expectation that students are able to attend the four catering functions outside of school hours.

**COSTS:**
- Levy - $60
- Responsible Service of Alcohol and Responsible Service of Gambling a two day course. $100 (approximately), not compulsory.

**CAREERS:**
*On successful completion of Hospitality you will:*

- be able to carry out tasks that are necessary for an entry-level worker in the hospitality industry in occupations such as kitchen attendant, bar attendant, food attendant, trainee chef
- possess skills, attitudes and knowledge that will assist you in roles not specifically related to employment, for example as a student and as a citizen in general
- with further studies office manager, retail manager, sales professional, head chef
LEGAL STUDIES
Authority Subject

AIMS: Legal Studies focuses on "legal awareness". It focuses on studies of legal issues arising out of common social situation, community matters and the resulting consequences for the individual and society. Legal Studies provides students with legal knowledge and awareness of a range of regulatory rules (laws).

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year 11 (Program A)</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on The Legal System and an Introduction to Civil Obligations.</td>
<td>During the semester, students will focus on Environmental Law and International Law.</td>
</tr>
<tr>
<td></td>
<td>Students will develop a grounding knowledge in the legal system and recognise that law is a part of daily life. They will recognise that laws regulate how individuals and groups behave by establishing rights and responsibilities. Students will be encouraged to become informed and active citizens who understand and respect the law and are able to reflect on laws and seek change to benefit society.</td>
<td>Students will develop knowledge of the law relating to the environment and how it is evolving as it attempts to meet changing social expectations. The necessity of environmental protection laws, together with its sources and elements will also be investigated.</td>
</tr>
<tr>
<td></td>
<td>Introduces students to the concept of civil wrongs, and deals with the rights and remedies available to individuals if they suffer injury, loss or damage as a result of the acts or omissions of others. Torts investigated include negligence, contributory negligence, strict liability, nuisance, trespass, false imprisonment and defamation.</td>
<td>This study will coincide with a study on International Law. Students will develop an understanding of the importance of International law in providing forums to peacefully settle disputes between nations and in its attempt to limit and regulate modern conflict. They will investigate how International law plays a role in regulating what nations do within their boundaries and in their external relationships with other nations around the world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 (Program A)</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on their Independent Study Research Report and Crime and Society:</td>
<td>During the semester, students will focus on Human Rights and Indigenous Australians.</td>
</tr>
<tr>
<td></td>
<td>The independent study integrates and personalises students’ learning experiences in Legal Studies. Students will undertake an in-depth investigation of a current legal issue facing Australian society.</td>
<td>Students will investigate how the legal and political provision of individual rights creates responsibilities for individuals and society. They will evaluate how effectively Australian law attempts to balance the rights and responsibilities of the individual with the best interests of the greater community.</td>
</tr>
<tr>
<td></td>
<td>Students will develop an awareness of the complexity and limitations of the legal system when responding to criminal activity. Procedural matters, the rights of citizens and powers of the state, specific offences and defences, and punishment and compensation are some of the ways society and the criminal justice system interact.</td>
<td>Furthermore, they will learn consider Human Rights in the context of Indigenous Australians: Legislation affecting Aboriginal peoples and Torres Strait Islander peoples has been controversial in the ways it has attempted to redress Australia's human rights record for Indigenous Australians. They will investigate how laws and policies concerning Indigenous Australians have attempted to address human rights.</td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4 credits are achieved with a successful pass in this subject.

RESOURCES/TEXTS: Legal Studies for Queensland Volume 5
PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

A ‘B’ in English is recommended as students will be involved in case studies, mock trials, court reports, debates, discussions, research and report writing, interviews, community investigations, field trips, statistical analysis and simulation activities relating to particular issues and situations in the local community involving "real life" learning.

It is extremely important that students are considering studying Legal Studies are aware of the heavy workload including reading and homework that is involved in the course. Also, as part of the course, students undertake an independent study, which is an in-depth investigation of a current legal issue facing Australian society. This piece of assessment occurs at the beginning of year 12 and draws heavily on the student’s ability to research and to write a formal report complete with in-text referencing and a bibliography.

ASSESSMENT: Judgments are made about a student’s exit level of achievement, using three criteria:
- Knowing and Understanding the Law (ability to retrieve and comprehend information)
- Investigating the Law (ability to examine legal situations and issues)
- Responding to the Law (ability to critically review the law's attempts to achieve just, fair and equitable outcomes to issues)

Schools use a variety of assessment techniques, including short and extended responses, non-written presentations, inquiry and responses to stimulus materials.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Possible excursions to be advised during the course of study.

CAREERS: No specific career to target, however after this course of study, students will be able to recognise the certain situations that arise in their lives have legal implications that affect their rights and obligations as community members.

It will assist in careers such as Solicitor, Barrister, Legal Secretary, Court Clerk and Police Office. It will also assist in a broad range of career pathways including politics, journalism, business community work and a large range of other careers where both tertiary and non-tertiary qualifications will be required.

HOW CAN PARENTS HELP?
By showing interest and encouraging their children in their work, parents can support them in their studies. Discussing current and interesting legal and social issues among family members and in the context of everyday life provides students with valuable social perspectives. Providing students with access to TV and radio programs, newspapers and journal articles helps them consider a variety of opinions on legal and social issues and situations. Frequent communication between the home and the school should also provide support for students.

Parents can also help by:
- perusing the Legal Studies syllabus from which schools plan their programs of work
- discussing the school work program with the teacher
- expressing personal and social views about selected issues and situations
- discussing alternative propositions and points of view about selected issues and situations in an open-minded manner, and debating the implications of these.
**AIMS:** This is a two-year course of study for students of average mathematical ability. The course has a heavy real-life, practical emphasis which focuses on areas such as financial mathematics, applied geometry, probability and statistics. Students are encouraged to use a problem-solving approach, “hands-on” where possible and draw heavily on technology aids such as calculators and computers.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>• Elements of Applied Geometry</td>
<td>• Measurement</td>
</tr>
<tr>
<td></td>
<td>• Linking of 2 &amp; 3 Dimensions</td>
<td>• Managing Money 2</td>
</tr>
<tr>
<td></td>
<td>• Data Collection and Presentation</td>
<td>• Collecting, Presenting, Analysing and Understanding Data</td>
</tr>
<tr>
<td></td>
<td>• Managing Money 1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>• Land Measurement</td>
<td>• Consumer Credit and Financial Formulas</td>
</tr>
<tr>
<td></td>
<td>• Exploring Data</td>
<td>• Perimeters and Areas</td>
</tr>
<tr>
<td></td>
<td>• Investments</td>
<td>• Interpreting Data</td>
</tr>
<tr>
<td></td>
<td>• Networks</td>
<td>• Queuing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interpreting Maps</td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 4 (To achieve the numeracy component of the QCE a pass is required)

**RESOURCES/TEXTS:** Maths Quest – Maths A for Queensland

**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

Students must also have achieved a ‘C’ in Year 10 Mathematics.

**ASSESSMENT:** Assessment is by examinations (2 per semester) and assignments (1 per semester). Homework forms an integral part of the course and 20 - 30 minutes of homework will need to be done several nights per week in this subject.

**CAREERS:** Accounting, Teaching, Apprenticeships, Electronics, Management.
AIMS: This is a two year course of study for students of above average mathematical ability. The course has an emphasis on problem-solving and application in purely mathematical and in real-life contexts, providing a basis for further studies. It focuses on areas such as algebra, periodic, experimental and logarithmic functions, calculus, data description and the use of maths in response to changes in technology.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>Functions including Periodic Functions</td>
<td>Exponential and Logarithmic Functions</td>
</tr>
<tr>
<td></td>
<td>Applied Statistical Analysis</td>
<td>Graphing Functions</td>
</tr>
<tr>
<td></td>
<td>Rates of Change</td>
<td>Rates of Change</td>
</tr>
<tr>
<td>12</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>Exponential and Logarithmic Functions</td>
<td>Applications of Exponential and Logarithmic Functions</td>
</tr>
<tr>
<td></td>
<td>Introduction to Integration</td>
<td>Integration</td>
</tr>
<tr>
<td></td>
<td>Introduction to Optimisation</td>
<td>Optimisation</td>
</tr>
<tr>
<td></td>
<td>Applied Statistics</td>
<td>Applied Statistical Analysis</td>
</tr>
<tr>
<td></td>
<td>Periodic Functions</td>
<td></td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4 (To achieve the numeracy component of the QCE a pass is required)

RESOURCES/TEXTS: Maths Quest – Maths B for Queensland

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:

- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

Students must also have achieved a ‘C’ in Year 10 A Mathematics (Extension) or a ‘B’ in mainstream Year 10 Mathematics.

ASSESSMENT: Assessment is by examinations (2 per semester) and assignments (1 per semester). Homework forms an integral part of the course and 20 - 30 minutes of homework will need to be done several nights per week in this subject.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Nil

CAREERS: Engineering, Physical Sciences, Accounting, Environmental Sciences. Maths B is a prerequisite for some tertiary courses.
## MUSIC

**Authority Subject**

**AIMS:** Music is a complex and powerful form of expression that makes a profound contribution to a student’s personal, social and cultural identity.

This course aims to provide students with opportunities to explore a variety of music styles and genres and develop a wide range of music skills, ultimately assisting them to achieve their musical ambitions – vocational or recreational. By the conclusion of the course students should be able to demonstrate achievement in three dimensions:

- Musicology
- Composition
- Performance

**CONTENT:** Students will undertake the following units of study:

**Note:** This course is organised for a composite class of Year 11 and 12 students.

| Term 4 | **Unit 1**  
|        | *The Lines, the Pitch & the Earlobe* |
| YEAR 11 & 12 | Students will focus on musicology, composition and performance: |
|     | • notation of sound: notating musical passages, scoring procedures, graphic scores |
|     | • recording techniques |
|     | • expressive qualities of sound and music |
|     | • aural skills |
|     | • harmony and tonality systems |
|     | • keyboard skills and arranging skills |

| YEAR 11 & 12 | **Unit 2**  
|        | *Song-Smiths* |
|     | Students will focus on musicology, composition and performance: |
|     | • songs of protest and social commentary |
|     | • love songs |
|     | • folk songs |
|     | • sacred songs |
|     | • nationalistic songs |

| YEAR 11 & 12 | **Unit 3**  
|        | *Bread & Contemporary Jam* |
|     | Students will focus on musicology, composition and performance: |
|     | • commercially successful music from a variety of styles, genres and contexts |
|     | • music technology - used to create and share contemporary music |
|     | • aural skills and improvisation |
|     | • contemporary arranging techniques |
|     | • effective rehearsal techniques |

| YEAR 11 & 12 | **Unit 4**  
|        | *Pitching the Plot* |
|     | Students will focus on musicology, composition and performance: |
|     | • programme music |
|     | • musical theatre |
|     | • film music |
|     | • dance music |
|     | • music for computer games |

Students will complete a fifth unit: “Music Macabre”. The unit will explore ways musical elements can be manipulated to create gruesome, grim, ghoulish and ghastly music.

*Mwahh! Ha! Haa!*
QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS:
- A variety of texts, musical recordings and scores
- A variety of musical instruments
- Recording and sound technology equipment

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

It is also recommended that students have achieved a ‘C’ in Year 10 Music or have had 2 - 3 years in private Music study.

ASSESSMENT: Assessment in Music each semester consists of:
a. Musicology task/s – written assignment or exam; multi-modal presentation
b. Composition task/s
c. Solo or Small Ensemble Performance/s.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Not Applicable

CAREERS: Some careers in the music and entertainment industries include:
- Composer/songwriter
- Performer/D.J.
- Musical Director/Conductor
- Music Teacher
- Audio engineer
- Music Producer
- Music Manager
- Music Publisher
- Promoter/Publicist
- Music Journalist
- Music Therapist
PHYSICAL EDUCATION
Authority Subject

AIMS: Physical Education allows students to become involved in highly personalised studies of physical activity which are related to their individual capabilities. They can involve themselves in co-operative projects such as performing in team situations. They develop critical judgments regarding their involvement in physical activity in a variety of roles such as participant, spectator, official or observer. The subject also encourages them to consider many of the wider complex social issues which surround physical activity in Australia and the world.

Physical Education focuses on the complexity of, and interrelationships between the psychological, biomechanical, physiological and sociological factors which influence individual and team performances and the wider social attitudes to physical activity.

These aspects of the subject will be demonstrated as they become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender on participation in physical activity, increasing their own physical fitness and developing an appreciation of performance.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Psychology/Softball (Analytical Essay 800–1000 words)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exercise Physiology/Touch (Supervised written - Analytical Essay – 800-1000 words)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Motor Learning/Tennis (Research Report – 1000-1500 words)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exercise Physiology/Touch (multi-modal presentation 5 - 8 minutes)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biomechanical basis of learning/Athletics (Research – multi-modal presentation 5 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Figueroa’s Framework/Tennis (Analytical Essay – unseen, 500–700 words)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Figueroa’s framework/Athletics (Supervised written Analytical Essay 1000-1500 words)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Figueroa’s framework /Softball (Research – folio/journal 1000-1500 words)</td>
<td></td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4


Availability of internet is essential.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
• A ‘C’ in English in Semester 2 Year 10
• ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
• An attendance rate of 85% or greater during Year 10.

It is also recommended that students have achieved a ‘B’ for Science and a ‘B’ for Physical Education in Year 10.

ASSESSMENT: There is an equal weighting for Practical and Theoretical tasks. Students having difficulty in Year 10 Physical Education, Science or English will not be equipped to handle the subject adequately. Theoretical assessment consists of 1 written task per term. 3 of the 4 theoretical tasks for the year will be assignments.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Nil

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology. See Guidance Officer for more career advice.
PHYSICS
Authority Subject

AIMS: Physics aims to describe matter, motion, time and energy. Students develop knowledge of the properties of matter, the motion of objects in 2 dimensions and the application of energy in a variety of ways including electricity, optics and at the atomic and nuclear level. Transport, electronics, modern materials, medicine, engineering constructions and building technology have all progressed substantially because of studies in Physics.

CONTENT: This is a two year course. Students will begin in Year 11 with either Year A or Year B. They will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Gearing up for Physics (Year 11 only)</td>
<td>The Physics of Sport</td>
</tr>
<tr>
<td></td>
<td>Thermal Physics (Year 12 only)</td>
<td>Theory of Waves (light and sound)</td>
</tr>
<tr>
<td></td>
<td>Physics on the Road</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Physics of Fun</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
</tr>
<tr>
<td></td>
<td>- Units of Measurement</td>
<td>- Projectile motion</td>
</tr>
<tr>
<td></td>
<td>- Vectors</td>
<td>- Circular motion</td>
</tr>
<tr>
<td></td>
<td>- Straight line motion</td>
<td>- Wave properties</td>
</tr>
<tr>
<td></td>
<td>- Circular motion</td>
<td>- Sound</td>
</tr>
<tr>
<td></td>
<td>- Energy Transfers and Transformations</td>
<td>- Optics</td>
</tr>
<tr>
<td>B</td>
<td>Gearing up for Physics (Year 11 only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thermal Physics (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sticks, Stones and Skyscrapers</td>
<td>The Birth of Modern Physics</td>
</tr>
<tr>
<td></td>
<td>Electricity and Electric Circuits</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
</tr>
<tr>
<td></td>
<td>- Heat and temperature</td>
<td>- Gravity</td>
</tr>
<tr>
<td></td>
<td>- Electricity</td>
<td>- Atomic and nuclear applications of physics to the medical industry</td>
</tr>
<tr>
<td></td>
<td>- Forces and stress</td>
<td>- Atomic and nuclear energy</td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS: Burrows, K et al: (2007) Queensland Physics: Context to Concept. Students will access a range of other texts and multimedia material.

PREREQUISITES: To be eligible to commence this OP subject, students must have achieved the following:
- A ‘C’ in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

A ‘C’ in Year 10 Science is also required.

ASSESSMENT: Student folios will comprise supervised assessment (exams and essays), extended response tasks (research reports and projects) and extended experimental investigations (research projects and reports).

COSTS: In addition to the Resource Hire and Student Contribution Scheme - Cost of excursion to Dreamworld in year A of the course – approximately $60.

CAREERS: Engineer, Radiologist, Architect, Meteorologist, Radar Plotter (RAN), Laboratory Technician, Air Traffic Controller, Scientist (Physicist), Audiologist, Technician (various types). Many other courses have some link with Physics. Consult the Guidance Officer for a complete list of possible courses.
**VISUAL ART**
Authority Subject

**AIMS:** Art enables students to make images and objects, communicate aesthetic meaning and understand informed perspectives. This two year course requires students to seek creative solutions to complex design problems, think divergently and use high order learning skills to articulate an informed and individualised aesthetic. This course uses an inquiry learning model which enables multimodal thinking and individual responses through researching, developing, resolving and reflecting. In year 11 students will study three thirteen week units based on the following concepts Actuality, Ephemera and Universality. In year twelve students will study two fifteen week concepts beginning with Actuality and a continuation of either Ephemera or Universality.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 1 &amp; 2</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Actuality</td>
<td><strong>Unit 2:</strong> Ephemera</td>
<td><strong>Unit 3:</strong> Universality</td>
</tr>
<tr>
<td>“The Physical World”</td>
<td>“Cycles and Non-permanence”</td>
<td>“Holism”</td>
</tr>
<tr>
<td>During the unit, students will focus on:</td>
<td>During the unit, students will focus on:</td>
<td>During the unit, students will focus on:</td>
</tr>
<tr>
<td>• a range of spatial concepts and rendering of forms with spaces in designated picture planes</td>
<td>• Exploring time, change, experiences and emotions using painting techniques.</td>
<td>• Exploring universal truths, spirituality, morals and ethics.</td>
</tr>
<tr>
<td>• a range of 2D media and techniques that enhance forms and spaces depicted</td>
<td>• Exploring the artisan to artist phenomenon, and, landmarks of civilizations</td>
<td>• Communicating intended meanings and beliefs via symbolic art designed to be used as a tool for meditation and reverence</td>
</tr>
<tr>
<td>• a range of visual treatments which use the elements and principles of design including shape, form, tonality, surface variations, linear and aerial perspective, view points, proportions, and juxtaposition</td>
<td>• Investigating directions in art since photography</td>
<td>• Investigating human needs, mythologies, world religions, symbology, humanism, ethics and postulates</td>
</tr>
<tr>
<td>• historical and cultural contexts in art including art movements from Western, Eastern and Indigenous cultures</td>
<td>• Analysing the traditional versus the dominant culture</td>
<td>• Creating totemic 3D forms</td>
</tr>
<tr>
<td></td>
<td>• Weighing the price of celebrity or the private versus the public image.</td>
<td>• Comparing and contrasting ritual and religious imagery from various cultures, symbols, religious artefacts, ritual artefacts or mythologies.</td>
</tr>
<tr>
<td></td>
<td>• Identify continued technological change and effect on life.</td>
<td>• Investigating artists and art forms from selected cultures such as Indigenous Australian, Egyptian, Ancient Greek and Roman, Asian, Celtic, Viking, and Native American</td>
</tr>
<tr>
<td></td>
<td>• Analysis, interpretation and evaluation of art works that embraced change (eg. Futurists, Cubists) or responded emotionally to it (eg. Expressionists, Dadaists, Abstract Expressionists).</td>
<td>• Students will also learn to reflect on the extent to which concepts, focuses and visual languages link to resolve a body of work.</td>
</tr>
<tr>
<td></td>
<td>• Students are to identify characteristics of a specific art work (since the invention of photography) via analytical critique, including its literal, expressionistic or formalist qualities.</td>
<td>• How artists respond in their own given contexts and deliver visual discourse that mirror their conditions and experiences.</td>
</tr>
<tr>
<td><strong>Semester 3: Actuality</strong></td>
<td><strong>Semester 4: Ephemera</strong></td>
<td><strong>Semester 4: Universality</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>“Identity”</td>
<td>(student will select from either Ephemera or Universality)</td>
<td>“Mind set”</td>
</tr>
<tr>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
</tr>
<tr>
<td>- Expressing who they are via portrait within a personal space, or the idea of replicating and archiving collected personal artefacts within a self-portrait composition.</td>
<td>- Exploring memory; deja-vu, dreams or the personal psyche using student determined media.</td>
<td>- Articulating a socially responsible position on a specific issue targeting the public psyche.</td>
</tr>
<tr>
<td>- Exploring the personal context of self via past, present looking at cultural identities, ancestry, ethnicity, family, peer identity, national identity, relationships and roles</td>
<td>- Contrasting memory or reminiscing by elders with the realities of those times (socio-cultural and historical contexts).</td>
<td>- Research and analysis social traits such as social conscience, preconceptions, indifference, individualism, geocentricism, insularity, dogma or inflection upon society such as persuasion and propaganda.</td>
</tr>
<tr>
<td>- Using a selection of drawing and media mixed 2D / 3D media, installation and construction or assembling media</td>
<td>- Revisiting ones own childhood memories and beliefs and fears</td>
<td>- Investigating environmental, social and political structures and persuasive techniques in advertising art, propaganda art, Dadaists, Diego Rivera and other political artists, Pop art. Community awareness and education via the arts.</td>
</tr>
<tr>
<td>- Exploring approaches to identity in art and the visual language selected artists have used to communicate their identity to the viewer including the following artist: Rembrandt, Van Gogh, Frida Kahlo, Brett Whiteley and Indigenous artists</td>
<td>- Investigating psychological issues and theories.</td>
<td>- Visionary artists.</td>
</tr>
<tr>
<td>- The collective subconscious.</td>
<td>- Exploring the visual and experiential perceptions of selected individuals/ through the eyes of artist as observer/participant &amp; based on student determined contexts, possibly considering anecdotal personal or family memories and/or</td>
<td></td>
</tr>
<tr>
<td>- Exploring the visual and experiential perceptions of selected individuals/ through the eyes of artist as observer/participant &amp; based on student determined contexts, possibly considering anecdotal personal or family memories and/or</td>
<td>- Psychological concepts, perception theory; Freudian ideas of Id and Ego</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Breton and the Surrealists Manifesto and the Surrealists.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Visionary artists.</td>
<td></td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 4

**RESOURCES/TEXTS:** Students will study a diverse range of texts including film, print and electronic media. Texts will be drawn from a variety of cultural and chronological sources all relating to art.

**PREREQUISITES:** To be eligible to commence this OP subject, students must have achieved the following:
- A 'C' in English in Semester 2 Year 10
- ASPIRE Learning Engagement GPA of at least 3.25 in Term 4 Year 10; and
- An attendance rate of 85% or greater during Year 10.

A ‘C’ in Year 10 Art is also recommended.

**ASSESSMENT:** Students will be assessed in three areas:
- **Visual Literacy:** communicating meaning through visual forms
- **Application:** the use of materials, techniques, technologies and art processes to construct and communicate meanings
- **Appraising:** critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to concepts, focuses and media areas.

All three areas will be assessed in each semester or unit.

**COSTS:** $35 (In addition to the Resource Hire and Student Contribution Scheme) It is expected that students will participate in curriculum based excursions to various Art Galleries to experience art in a professional context.

**CAREERS:** Visual art helps students to develop skills and knowledge in creative thinking, critical analysis and problem solving processes. This course will assist students interested in art, graphics, design, photography, architecture, creative writing, journalism, teaching, film and television related careers.
Subjects selected from this group will be recorded on the Queensland Certificate of Education (QCE).

Students who choose to continue their education at TAFE receive credit for those modules successfully completed at school.

To preserve eligibility for an OP and hence university entrance, no more than one Authority Registered Subject (SAS) in the student’s program of six subjects can be selected.
Vocational Education

What is VET?

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning.

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education External Link, and/or the attainment of a nationally recognised VET qualification
- support young people's transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue.

Young people can access VET in a number of ways including:

- through their school being a Registered Training Organisation
- at TAFE
- at another Registered Training Organisation
- or through a School-Based Apprenticeship or Traineeship.

The Queensland Curriculum and Assessment Authority (QCAA), as delegate for the Australian Skills Quality Authority (ASQA), registers and audits Queensland school registered training organisations (RTOs).

The QCAA can register Queensland school RTOs to deliver and assess vocational education and training for all qualifications and accredited courses up to AQF Certificate IV level (except those declared as an apprenticeship in Queensland).

Laidley School is a registered RTO through the QCAA and may deliver VET to students in Years 10, 11 and 12.
VET SUBJECTS

These subjects do not contribute to an OP but provide students with a tertiary score and a vocational certificate:

Certificate II in Business
Certificate III in Business
Certificate III in Fitness
Certificate II in Hospitality
Certificate II in Information, Digital Media and Technology
Certificate II in Music Industry
Certificate III in Sport & Recreation
CERTIFICATE II in BUSINESS

AIMS: This is a nationally accredited course which is recognised throughout Australia. Students are required to successfully complete 12 competencies to achieve their Certificate II in Business (BSB20115) from Business Services Training Package (BSB).

SCHOOL RTO CODE: 30389

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Semester 1</th>
<th>Development of Business Skills</th>
<th>Semester 2</th>
<th>Working in a Business World</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td>BSFWHS201 Contribute to health and safety of self and others</td>
<td>During the semester, students will focus on:</td>
<td>BSBADM101 Use business equipment and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBSUS201 Participate in environmentally sustainable work practices</td>
<td></td>
<td>BSBWOR204 Use business technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBITU201 Produce simple word processed documents</td>
<td></td>
<td>BSBWOR202 Organise and complete daily work activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBITU101 Operate a personal computer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>Semester 3</th>
<th>Communicating in a Business World</th>
<th>Semester 4</th>
<th>Business Venture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td>BSFWTU202 Create and use spreadsheets</td>
<td>During the semester, students will focus on:</td>
<td>BSBIND201 Work effectively in a business environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBCMM201 Communicate in the workplace</td>
<td></td>
<td>BSBWOR203 Work effectively with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBITU203 Communicate electronically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4 credits for completion of Certificate II in Business

RESOURCES/TEXTS: Students need to maintain print credit as the theory is conducted online.

PREREQUISITES: NIL

ASSESSMENT: Assessment will be conducted as practical tasks as well as observation, written and oral questioning

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) NIL

CAREERS: Students are given a basic understanding of business which provides them with opportunities for the development of appropriate skills to complete a number of job roles including administration assistant, clerical worker, data entry operator, information desk clerk, office junior and receptionist.
## CERTIFICATE III in BUSINESS

**AIMS:** Binnacle’s Certificate III in Business (BSB30115) ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of products and services within their school community. Micro business opportunities are also explored. This course is delivered by Laidley SHS staff in partnership with Binnacle Training College (RTO Code: 31319) and is a nationally recognised qualification.

**CONTENT:** Students will undertake the following units of study:

### YEAR 11

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>
| **TERM 1** | Introduction to the Business Services Industry.  
Develop an e-learning plan and undertake e-learning.  
Innovation: Enterprise and entrepreneurs; critical and creative thinking. | **TERM 2** | Workplace Health and Safety  
Customer Service: Products and services; meeting customer needs. |
| **TERM 3** | Leadership: Promote innovation in a team environment.  
Research a small business; identify products and services. | **TERM 4** | Micro/Small Business: Identify micro business opportunities; profile business opportunity and area of interest. |

### YEAR 12

<table>
<thead>
<tr>
<th></th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
</table>
| **TERM 1** | Personal Management: Develop project plan.  
Major Project: Evaluate business opportunities and prepare a Business Proposal. | **TERM 2** | Plan and develop business documents.  
Deliver a service to a client group and report on service delivery. |
| **TERM 3** | Financial Literacy – Be Money Smart | **TERM 4** |

### Semester 1

**During the semester, students will focus on:**

- BSBINN301 Promote innovation in a team environment
- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBFLM312 Contribute to team effectiveness
- BSBLED301 Undertake e-learning

### Semester 2

**During the semester, students will focus on:**

- BSBSMB302 Develop a micro business proposal
- BSBWHS303 Participate in WHS hazard
- BSBWHS302 Apply knowledge of WHS legislation in the workplace

### Semester 3

**During the semester, students will focus on:**

- BSBBRO301 Recommend products and services
- BSBCUS301 Deliver and monitor a service to customers
- BSBWOR301 Organise personal work priorities and development
- BSBITU306 Design and produce business documents
- BSBWRT301 Write simple documents

### Semester 4

**During the semester, students will focus on:**

- FNSFLT301 Be MoneySmart
LEARNING EXPERIENCES
- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Controlling risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

LEARNING AND ASSESSMENT
Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.

A range of teaching/learning strategies will be used to deliver the competencies. These include:
- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

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

QCE CREDITS AVAILABLE: 8 credits for completion of Certificate III in Business

RESOURCES/TEXTS: Laptop

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

COSTS: $240 (Binnacle training and administration fees - upfront). Please be aware that these prices may be subject to change prior to commencement of the course in 2017.

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

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

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

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)

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

To access Binnacle’s PDS, visit:
CERTIFICATE III in FITNESS

AIMS: Binnacle’s Certificate III in Fitness (SIS30313) ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings. This course is delivered by Laidley SHS staff in partnership with Binnacle Training College (RTO Code: 313190) and is a nationally recognised qualification.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
</tr>
<tr>
<td>• Health, Safety and Law in the Sport, Fitness and Recreation Industry</td>
</tr>
<tr>
<td>• Provide service as a Fitness Professional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
</tr>
<tr>
<td>• Programming and Instruction</td>
</tr>
<tr>
<td>• Introduction to special populations</td>
</tr>
</tbody>
</table>

Specific Requirements:
- One-on-One Adult Training Program (5 weeks)

<table>
<thead>
<tr>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1</td>
</tr>
<tr>
<td>• Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Specific Requirements:
- One-on-One Older Adult Training Session
- Provide First Aid Course

<table>
<thead>
<tr>
<th>YEAR 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS001 Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISXIND001 Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISXCCS001 Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001 Maintain equipment for activities</td>
</tr>
<tr>
<td>SISSSSP303A Conduct basic warm-up and cool-down programs</td>
</tr>
<tr>
<td>SISFFIT004 Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT011 Instruct approved community fitness programs</td>
</tr>
<tr>
<td>BSBRSK401 Identify risk and apply risk management processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001 Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT006 Conduct fitness appraisals</td>
</tr>
<tr>
<td>SISFFIT003 Instruct fitness programs</td>
</tr>
<tr>
<td>SISFFIT005 Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT002 Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT014 Instruct exercise to older clients</td>
</tr>
<tr>
<td>HLTAIM003 Provide first aid</td>
</tr>
<tr>
<td>HLTAIM001 Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>
QCE CREDITS AVAILABLE: 8 credits for completion of Certificate III in Fitness (core)

RESOURCES/TEXTS: Laptop

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

ASSESSMENT: Students are required to complete set tasks (practical and knowledge) which will be available on the school network drive. These will be marked by the school and forwarded to Binnacle Training College upon completion.

TIME REQUIREMENT: Students are required to commit to up to 15 hours after school to training clients and complete course assessment throughout the year.

COSTS: $360 (Binnacle training and administration fees - upfront). This cost does include the First Aid Certificate. Please be aware that these prices may be subject to change prior to commencement of the course in 2016.

CAREERS: Students can use their Certificate III as a career pathway into a Certificate IV in Fitness which would allow them to become a personal trainer or for University entrance to study Exercise Physiology, Sport Science or Physical Education (teacher).

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)

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


Date of Publication 03/06/15 Correct at time of publication but subject to change
CERTIFICATE II in HOSPITALITY

AIMS: This is a nationally accredited course which is recognised throughout Australia. Students are required to successfully complete 12 competencies to achieve their Certificate II in Hospitality (SIT20316) from Tourism, Travel and Hospitality Training Package.

SCHOOL RTO CODE: 30389

CONTENT: **Students will undertake the following units of competencies:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Hospitality</td>
<td>Working in the Hospitality Industry</td>
</tr>
<tr>
<td>1</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>SITXFSA001 Use hygiene practices for food safety</td>
<td>SITHIND002 Source and use information on the hospitality industry</td>
</tr>
<tr>
<td></td>
<td>SITXWHS001 Participate in safe work practices</td>
<td>SITXCOM001 Source and present information</td>
</tr>
<tr>
<td></td>
<td>SITHIND003 Use hospitality skills effectively* (ongoing)</td>
<td>SITXCOM002 Show social and cultural sensitivity</td>
</tr>
<tr>
<td>2</td>
<td>Semester 3</td>
<td>Semester 4</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Beverage Preparation and Services</td>
<td>Food &amp; Beverage Preparation and service</td>
</tr>
<tr>
<td></td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>TLIE1005A Carry out basic workplace calculations</td>
<td>SITXCCS202 Interact with customers</td>
</tr>
<tr>
<td></td>
<td>SITHFAB007 Serve food and beverage</td>
<td>BSBWOR203B Work effectively with others</td>
</tr>
<tr>
<td></td>
<td>SITHFAB004 Prepare and serve non-alcoholic beverages</td>
<td>Use hospitality skills effectively*</td>
</tr>
<tr>
<td></td>
<td>Use hospitality skills effectively*</td>
<td>Serve food and beverage*</td>
</tr>
</tbody>
</table>

* These competencies are delivered across a number of semesters
** The competencies listed above are subject to change before commencement of training and assessing in 2017.

QCE CREDITS AVAILABLE: 4 credits for completion of Certificate II in Hospitality

RESOURCES/TEXTS: Students must wear fully enclosed leather shoes to participate in practical lessons. This is a WHS requirement.

PREREQUISITES: NIL

ASSESSMENT: Assessment will be conducted as practical tasks as well as observation, written & oral questioning and portfolios. Students are required to participate in before and after school catering functions to meet the requirements of this subject. All students are required to complete a minimum of 12 servings throughout the two years of the course. Work experience may be required throughout the two-year course to enable students to gain valuable skills and knowledge in the hospitality industry.

A camp may be offered to students to enhance their hospitality skills. Students may also have the opportunity to complete the Responsible Service of Alcohol and Gambling and a first aid course.

COSTS: TBA

CAREERS: On successful completion of Hospitality you will:
- be able to carry out tasks that are necessary for an entry-level worker in the hospitality industry in occupations such as kitchen attendant, café attendant, food and beverage attendant or catering assistant
- possess skills, attitudes and knowledge that will assist you in roles not specifically related to employment, for example as a student and as a citizen in general
- be eligible for credit into related courses offered by other registered training organisations, for example TAFE Queensland.
### CERTIFICATE II in INFORMATION, DIGITAL MEDIA and TECHNOLOGY

**AIMS:** This is a nationally accredited course which is recognised throughout Australia. Students are required to successfully complete 14 competencies to achieve their Certificate II in Information, Digital Media and Technology (ICT20115) from the Information and Communication Technology Training Package (ICT).

**SCHOOL RTO CODE:** 30389

**CONTENT:** Students will undertake the following units of competency:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td><strong>Introduction to IT</strong></td>
<td><strong>Work Effectively in an IT Environment</strong></td>
</tr>
<tr>
<td></td>
<td><em>During the semester, students will focus on:</em></td>
<td><em>During the semester, students will focus on:</em></td>
</tr>
<tr>
<td></td>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>ICTICT202 Work and communicate effectively in an IT environment</td>
</tr>
<tr>
<td></td>
<td>BSBSUS201 Participate in environmentally sustainable work practices</td>
<td>ICTICT201 Use computer operating systems and hardware</td>
</tr>
<tr>
<td></td>
<td>BSBITU301 Create electronic presentations</td>
<td>ICTICT206 Install software applications</td>
</tr>
<tr>
<td></td>
<td><strong>Year 12</strong></td>
<td><strong>Year 12</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Corporate Marketing</strong></td>
<td><strong>Social Media</strong></td>
</tr>
<tr>
<td></td>
<td><em>During the semester, students will focus on:</em></td>
<td><em>During the semester, students will focus on:</em></td>
</tr>
<tr>
<td></td>
<td>BSBITU201 Produce simple word processed documents</td>
<td>ICTICT204 Operate a digital media technology package</td>
</tr>
<tr>
<td></td>
<td>ICAWEB201 Use social media tools for collaboration and engagement</td>
<td>BSBITU202 Create and use spreadsheets</td>
</tr>
<tr>
<td></td>
<td>ICTICT205 Design basic organisational documents using computer packages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICTICT203 Operate application software packages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICTICT207 Integrate commercial computing packages</td>
<td></td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 4 credits for completion.

**RESOURCES/TEXTS:** Students will access a range of other texts and multimedia material. Students need to maintain print credit as the theory is conducted online.

**PREREQUISITES:** A pass in Year 10 Mathematics and English is required.

**ASSESSMENT:** A range of assessment methods are used to ensure that the participant demonstrates competency in all units of competency. Examples include portfolio, written reports, oral and written questioning, practical assessments, projects, direct observation, recognition of prior learning, credit transfer, online certificates, written materials and supervised situations that simulate the workplace environment.

**COSTS:** (In addition to the Resource Hire and Student Contribution Scheme) NIL.

**CAREERS:** This qualification may equip an individual to undertake roles such as office assistant or to work in records management at a junior level. It also provides a pathway into further study by enrolling in Certificate IV and Diploma levels of this course.
CERTIFICATE II in MUSIC INDUSTRY

AIMS: This is a nationally accredited course which is recognised throughout Australia. Students are required to successfully complete 8 competencies to achieve their Certificate II in Music Industry (CUA20615) from the Creative Arts and Culture Training Package (CUA).

SCHOOL RTO CODE: 30389

COURSE CONTENT/UNITS OF COMPETENCY:

To achieve the qualification, Certificate II in Music Industry students must achieve competency in all core units of competency and in 5 specialist/elective units of competency.

Core:

- BSBWHS201 Contribute to health and safety of self and others
- BSBWOR203 Work effectively with others
- CUAIND201 Develop and apply creative arts industry knowledge

Elective:

- CUASOU201 Develop basic audio skills and knowledge
- CUASOU203 Assist with sound recordings
- CUAMLT201 Develop and apply musical ideas and listening skills
- CUAMPF201 Play or sing simple musical pieces
- CUAMPF203 Develop ensemble skills for playing or singing music
- CUAMPF204 Play or sing music from simple written notation

QCE CREDITS AVAILABLE: 4 credits for completion of Certificate II in Music Industry

RESOURCES/TEXTS:
- A variety of texts, musical recordings and scores
- A variety of musical instruments
- Recording and sound technology equipment

PREREQUISITES: Nil. (A ‘C’ level of achievement in Junior Music or 1-2 years private music study is recommended.)

ASSESSMENT: Assessment will include practical demonstrations, observations, oral or written questioning and reflective journals. These will need to be completed in order to achieve the designated competencies of the course and satisfy requirements for achieving the Certificate II.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Nil

CAREERS: Some careers in the music and entertainment industries include:

- Composer/songwriter
- Performer/D.J.
- Musical Director/Conductor
- Music Teacher
- Audio engineer
- Music Producer
- Music Manager
- Music Publisher
- Promoter/Publicist
- Music Journalist
- Music Therapist

Laidley State High School

Page 66 of 84 2017 Senior Subject Selection Booklet
CERTIFICATE III in SPORT and RECREATION

**AIMS:** Binnacle’s Certificate III in Sport and Recreation (SIS30513) ‘Sport in Schools’ program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport and using social media tools for participant engagement. This course is delivered by Laidley SHS staff in partnership with Binnacle Training College (RTO Code: 313190) and is a nationally recognised qualification.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
<td><strong>TERM 3</strong></td>
</tr>
<tr>
<td>• Introduction to the Sport, Fitness &amp; Recreation Industry</td>
<td>• Anatomy and physiology – Sports First Aid</td>
<td>• Emergency situation training (in a sport/recreation context)</td>
</tr>
<tr>
<td>• Workplace Health and Safety in Sport</td>
<td>• Officiate games or competitions</td>
<td>• Deliver warm-up and cool-down sessions</td>
</tr>
<tr>
<td>• Communication in Sport</td>
<td>• Deliver warm-up and cool-down sessions</td>
<td>• Use of social media tools for Sport and Recreation</td>
</tr>
<tr>
<td>• Develop knowledge of officiating practices</td>
<td>• Maintain sport, fitness and recreation equipment</td>
<td>• Completing a risk analysis of activities</td>
</tr>
</tbody>
</table>

**Specific Requirements**
- Introductory Level Officiating General Principles online course

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
<td><strong>TERM 3</strong></td>
</tr>
<tr>
<td>• Develop knowledge of coaching practices</td>
<td>• Organising work priorities</td>
<td>• Organising work priorities</td>
</tr>
<tr>
<td>• Coach beginner participants to develop fundamental skills</td>
<td>• Plan, conduct and evaluate various sport and recreation sessions</td>
<td>• Plan, conduct and evaluate various sport and recreation sessions</td>
</tr>
<tr>
<td>• Deliver warm-up and cool-down sessions</td>
<td>• Identify personal development opportunities</td>
<td>• Identify personal development opportunities</td>
</tr>
<tr>
<td>• Customer service</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specific Requirements**
- Community Coaching General Principles online course

<table>
<thead>
<tr>
<th>Specific Requirements</th>
<th>Specific Requirements</th>
<th>Specific Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MAJOR PROJECT: Sports Performance Program (Selected Client Group)</td>
</tr>
</tbody>
</table>

**Specific Requirements**
- Provide First Aid course
### YEAR 11

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
</tr>
</tbody>
</table>

### YEAR 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
</tr>
<tr>
<td>SISSSOF101</td>
<td>Develop and update officiating knowledge</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport, fitness and recreation equipment for activities</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td>ICAYEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 8 credits for completion of Certificate III in Sport and Recreation (core)

**RESOURCES/TEXTS:** Laptop

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

**ASSESSMENT:** Students are required to complete set tasks (practical and knowledge) which will be available on the school network drive. These will be marked by the school and forwarded to Binnacle Training College upon completion.

**TIME REQUIREMENT:** Students are required to commit to up to 10 hours of their lunch time to complete course assessment throughout the year.

**COSTS:** $330 (Binnacle training and administration fees - upfront). This cost does include First Aid Certificate. Additional costs to cover transport to venues for recreational activities. Please be aware that these prices may be subject to change prior to commencement of the course in 2017.

**CAREERS:** The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

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**IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)**

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


Date of Publication 03/06/15  Correct at time of publication but subject to change
AUTHORITY REGISTERED SUBJECTS

Study Area Specifications Subjects

SASs WITHOUT MODULES

Dance in Practice
Early Childhood Studies
English Communication
Furnishing Skills
Prevocational Mathematics
Recreation
Visual Art in Practice

Subjects selected from this group will be recorded on the Queensland Certificate of Education (QCE).
DANCE IN PRACTICE
Authority Registered Subject

AIMS:
- create and make arts works for particular purposes
- value themselves as artists through emerging self-worth and self-confidence
- operate in one or more of the practitioners’ roles (maker, performer/presenter, technician, manager)
- develop knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
- understand the contribution practitioners make in communicating social and cultural practices and personal experience
- develop knowledge about, and be able to apply relevant workplace health and safety practices
- build practical skills and techniques that may lead to further engagement in the arts — industry, education, or leisure
- reflect on their arts making and how purposes are communicated
- gain enjoyment and satisfaction through artistic expression
- appreciate the importance of a positive approach to working with others in an ethical manner
- increase their confidence and skills to work independently

CONTENT: Please note that, in composite years a rotational approach will be adopted with the same unit of study but with different assessment requirements for each level. Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During the semester, students will focus on:</strong></td>
<td><strong>During the semester, students will focus on:</strong></td>
</tr>
<tr>
<td>• “Dance your way to fitness” - Aerobics and Dance as exercise. Experiences will focus on developing skills in the health-related/therapeutic aspects of dance, and on those skills required by aerobic/fitness dance instructors and choreographers.</td>
<td>• “It’s Showtime!” - Musical Theatre. Musical Theatre is a popular form of entertainment that incorporates singing, dancing and acting. Performance and choreography skills will be developed in this unit with a focus on the use of props and narrative dance.</td>
</tr>
<tr>
<td>• Fitness/exercise</td>
<td>• Musical Theatre</td>
</tr>
<tr>
<td>• Instructional and demonstrational skills</td>
<td>• History of Musical Theatre</td>
</tr>
<tr>
<td>• Exercise dance styles – Zumba, Body Jam, Body Balance, Body Combat, Tracey Anderson</td>
<td>• Safe use of props</td>
</tr>
<tr>
<td>• Creating and selecting suitable movements for Aerobic dance</td>
<td>• Narrative dance</td>
</tr>
<tr>
<td>• Operating and utilizing technology</td>
<td>• Costume and make-up design</td>
</tr>
<tr>
<td>• Interval training</td>
<td>• Famous musicals over the ages</td>
</tr>
<tr>
<td><strong>“Splendour in the Hall” – Dance Performance.</strong> This unit provides students with opportunities to develop choreography and/or performance skills for a specific context. Students select a dance genre suitable for the context of the school annual Variety Concert – Splendour in the Hall.</td>
<td>• Choreographic techniques</td>
</tr>
<tr>
<td>• Performance skills</td>
<td>• “Crossing the Countries” - Multicultural Dance. This unit provides opportunities to experience and develop performance skills in a wide variety of dances from countries and cultures around the world.</td>
</tr>
<tr>
<td>• Exploring movement and non-movement components</td>
<td>• Multicultural dance</td>
</tr>
<tr>
<td>• Rehearsing</td>
<td>• Historical and social context of dances studied</td>
</tr>
<tr>
<td></td>
<td>• Group awareness skills</td>
</tr>
<tr>
<td></td>
<td>• Floor patterns</td>
</tr>
<tr>
<td></td>
<td>• Significance and intentions of movements and dances</td>
</tr>
<tr>
<td></td>
<td>• Learn a variety of cultural dances</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Semester 4</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td>• “Toe Tapping Tots” – Dance for Particular Populations. This unit provides students with opportunities to develop expertise in devising movement sequences and experiences to suit a chosen population in the community.</td>
<td>• “I Hope I Get It!” – Auditioning. This unit provides students with opportunities to develop skills for preparing for an audition. Students will select an audition piece used by industry professionals in the process of selecting talent. They will also create a career portfolio.</td>
</tr>
<tr>
<td>• Dance for younger audiences</td>
<td>• Competition dance and TV dance shows.</td>
</tr>
<tr>
<td>• Legal issues and risk assessments</td>
<td>• Explore the different kinds of competitive dance – So You Think You Can Dance; Australia’s Got Talent, Eisteddfods; etc.</td>
</tr>
<tr>
<td>• Age appropriate movements, language and directions</td>
<td>• Performance skills</td>
</tr>
<tr>
<td>• Use of repetition, motifs, simple gestural movements and simple floor patterns</td>
<td>• Rehearsal skills and stamina training</td>
</tr>
<tr>
<td>• Instructional, demonstrational and presentational skills</td>
<td>• Being able to adapt to a variety of dance styles</td>
</tr>
<tr>
<td>• Age appropriate costume design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Giving Dance a Voice” – Contemporary/Modern Dance. Students will explore a variety of contemporary choreographers and the concept of expressing beliefs and opinions through choreography.</td>
</tr>
<tr>
<td>• “Ready, Steady, Dance!” – Dance Performance. This unit provides students with opportunities to develop choreography and/or performance skills for a specific context. Students select a dance genre suitable for the context of competition and TV dance shows.</td>
<td>• Contemporary/Modern dance</td>
</tr>
<tr>
<td>• Competition dance and TV dance shows.</td>
<td>• Exploring the concept of expressing beliefs, opinions and social commentary through choreography</td>
</tr>
<tr>
<td>• Explore the different kinds of competitive dance – So You Think You Can Dance; Australia’s Got Talent, Eisteddfods; etc.</td>
<td>• Contemporary/Modern dance technique</td>
</tr>
<tr>
<td>• Performance skills</td>
<td>• Famous modern dance choreographers</td>
</tr>
<tr>
<td>• Rehearsal skills and stamina training</td>
<td>• Historical and social contexts</td>
</tr>
<tr>
<td>• Being able to adapt to a variety of dance styles</td>
<td>• Performance skills</td>
</tr>
<tr>
<td></td>
<td>• Studio and dance company etiquette</td>
</tr>
<tr>
<td></td>
<td>• Partnering, floor work and improvisation skills</td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4

RESOURCES/TEXTS: Students will be exposed to and accessing a wide variety of multi-media texts including Dance films, Documentaries, Web-sites, Reference books, CDs, specific costumes and props and Video Cameras to complete in-class activities and assessment.

PREREQUISITES: ‘C’ or above in Year 10 Dance is strongly recommended but not mandatory.

ASSESSMENT: Solo, small and large group work in choreography and performance, projects and extended written responses. To reflect authentic practice, students will be expected to perform and present in front of a range of audiences. Justification and explanation of choices when creating dance works will also include an oral or written component.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Nil - Possible guest artists and/or excursions

CAREERS: Professional Dancer/Performer, Choreographer, Dance Teacher, Dance Analyst, Administration in the Arts, Primary/High school Teacher, Studio Owner, Reviewer, and Model to name a few.
**EARLY CHILDHOOD STUDIES**
Authority Registered Subject

**AIMS:** Early Childhood Studies focuses on learning about children aged from birth to five years. The early years significantly influence an individual’s accomplishments in family, school, and community life. Through knowing and understanding how children grow, develop and learn, you will be able to interact effectively with children and positively influence their development into confident, independent and caring adults.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1: Nurturing Children’s Learning</td>
<td>Unit 3: If you’re happy and you know it..</td>
</tr>
<tr>
<td></td>
<td>Unit 2: Small Talk – Words for Life</td>
<td>Unit 4: Count on Play</td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td>• Children’s growth and development</td>
<td>• Children’s wellbeing</td>
<td></td>
</tr>
<tr>
<td>• Play-based learning philosophy</td>
<td>• Being responsive to children’s needs</td>
<td></td>
</tr>
<tr>
<td>• Policies, frameworks and requirements for Early Childhood care</td>
<td>• Numeracy development through play</td>
<td></td>
</tr>
<tr>
<td>• Language development 0-5</td>
<td>• Plan, implement and reflect upon children’s learning experiences</td>
<td></td>
</tr>
<tr>
<td>• Literacy development through play</td>
<td>• Work placement opportunity</td>
<td></td>
</tr>
<tr>
<td>• Plan, implement and reflect upon simulated learning experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work placement opportunity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 5 – Learning through Play</td>
<td>Unit 7 – Stop…Look…Listen</td>
</tr>
<tr>
<td></td>
<td>Unit 6 – Play for life</td>
<td>Unit 8 – Enriching a child’s world through play.</td>
</tr>
<tr>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
<td></td>
</tr>
<tr>
<td>• Play and creativity</td>
<td>• Observing children’s learning</td>
<td></td>
</tr>
<tr>
<td>• Social Competence</td>
<td>• Planning for learning</td>
<td></td>
</tr>
<tr>
<td>• Active learning environments</td>
<td>• Creativity and motor development</td>
<td></td>
</tr>
<tr>
<td>• Plan, implement and reflect upon children’s learning experiences</td>
<td>• Plan, implementing and reflect upon children’s learning experience</td>
<td></td>
</tr>
<tr>
<td>• Work placement opportunity</td>
<td>• Work Placement opportunity</td>
<td></td>
</tr>
</tbody>
</table>

**QCE CREDITS AVAILABLE:** 4

**PREREQUISITES:** Pass in English.

**ASSESSMENT:** This course is set up as a two year program with assessment which involves practical and written assessment. There is an expectation that students will participate in placements in Early Education Environments over the two year course.

**COSTS:**
• TBA

**CAREERS:**
On successful completion of Early Childhood you will:
• have knowledge and skills essential for participation in the work force, particularly the early childhood setting. For example Child Care Assistant, Early Education Teacher, Children’s health and services, Community services etc.
ENGLISH COMMUNICATION
Authority Registered Subject

AIMS: The main aim of this subject is to develop students’ communication skills in a range of relevant, practical and social situations related to personal life, community participation, leisure and work. Students will be given the opportunity to exhibit their skills in:
- searching for information
- selecting relevant information
- comprehension
- composition
- presentation.

Students will develop abilities to compose and comprehend English language texts which:
- are directly related to workplace competencies
- provide information and opinion on matters of current community and national interest e.g. newspapers, magazines, documentaries, non-fiction prose
- provide enjoyment e.g. film, television, radio, drama, prose, fiction and biographies, magazines, song lyrics and poems.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th><strong>Semester 1</strong></th>
<th><strong>Semester 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who Am I? Where Am I Going?</strong></td>
<td><strong>What is my interest? Work, leisure and community interests.</strong></td>
</tr>
<tr>
<td><strong>Relationships and Conflict Resolution.</strong></td>
<td><strong>The Wider World.</strong></td>
</tr>
</tbody>
</table>

During the semester, students will focus on:
- Their goals, ambitions, strengths, weaknesses and the influences in their life.
- Identity, self image, self esteem and the qualities that contribute to success
- Challenges and how individuals have made a positive difference
- The role of heroes or role models in their lives and the wider community.
- Sharing experiences, expressing feelings or ideas and reflecting on experiences.
- A wider appreciation and enjoyment of literature and film or video clips.
- Novels, plays, films, television shows or video clips that deal with aspects of growing up, especially relationships and conflict resolution.
- Conflict consequences and resolutions

During the semester, students will focus on:
- Teenage leisure interests
- Rules and procedures for a number of leisure pursuits
- Leisure pursuits and work in the local community
- Brochure and powerpoint techniques
- The representation of issues in newspapers, magazines, songs and documentaries
- The devices used to convey a point of view

<table>
<thead>
<tr>
<th><strong>Semester 3</strong></th>
<th><strong>Semester 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Community</strong></td>
<td><strong>Preparing for my future</strong></td>
</tr>
<tr>
<td><strong>What Concerns Me</strong></td>
<td><strong>Life after school</strong></td>
</tr>
</tbody>
</table>

During the semester, students will focus on:
- Films and novels which make a strong social comment.
- Techniques used in films and novels
- Advertising, persuasive and promotion techniques.

During the semester, students will focus on:
- Job seeking skills.
- Investigating a range of jobs.
- Discussing workplace
- Skills to survive the real world
QCE CREDITS AVAILABLE:  4  Students require a sound in at least one semester of English or English Communication to fulfil the requirements of the Literacy component of the QCE.

RESOURCES/TEXTS: Students will study a range of novels, poetry, plays and films from different cultural and historical contexts. A range of media and multimedia texts will be included in the course.

PREREQUISITES: It is recommended that students who achieve less than a 'C' in Year 10 English choose English Communication.

ASSESSMENT: In each semester, students will complete:

- two oral tasks (individual/group) which may include digital texts
- two major writing tasks (one will be under test conditions or restricted conditions).
- a journal will be kept in response to some texts

Assignments are approximately 300 - 500 words in length. Oral presentations will be 3-5 minutes in length. At the beginning of each semester, students will be given an outline of the semester’s assessment requirements and due dates. Students will be given a task and a criteria sheet at the beginning of each unit.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Excursions are sometimes organised to complement the course. While these excursions are not compulsory, it is beneficial for students to attend them.

CAREERS: Most career options will require a sound achievement in English or English Communication.
**FURNISHING SKILLS**

*Authority Registered Subject*

**AIMS:** The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The subject is based around two core topics: ‘Industry Practices’ and ‘Production Processes’ and is further refined in the following elective areas; ‘Cabinet Making’, ‘Furniture Finishing’, ‘Furniture-making’, ‘Glazing and Framing’ and ‘Upholstery’. The course aims to develop and enhance a number of potential employment skills such as: Workplace Health & Safety, Personal and interpersonal skills, Literacy & Numeracy, Graphical communication and problem-solving.

Students will utilize industry practices to manufacture furnishing products from set specifications to a high level of aesthetic appeal to meet potential consumer requirements.

Semesters 1 and 2 are designed to allow students to begin their engagement with the course content and methods, i.e. the knowledge & understanding, application and skills of the subject. Semesters 3 and 4 consolidate student learning as the content, learning experiences and assessment increase in complexity across the four semesters as the students develop greater confidence and independence as learners.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 11</strong></td>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td><strong>During the semester, students will focus on:</strong></td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td><strong>UNIT 1: An introduction to and Safety within the Furnishing Industry</strong></td>
<td><strong>UNIT 3: Working in a simulated Cabinet Making Industry</strong></td>
</tr>
<tr>
<td><strong>Industry Practices:</strong></td>
<td><strong>Industry Practices:</strong></td>
</tr>
<tr>
<td>WH&amp;S</td>
<td>WH&amp;S</td>
</tr>
<tr>
<td>Manufacturing Enterprises</td>
<td>Manufacturing Enterprises</td>
</tr>
<tr>
<td><strong>Production Processes:</strong></td>
<td><strong>Production Processes:</strong></td>
</tr>
<tr>
<td>Specifications</td>
<td>Specifications</td>
</tr>
<tr>
<td>Tools</td>
<td>Tools</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials</td>
</tr>
<tr>
<td><strong>UNIT 2: Furnishing Industry production Processes and Product Quality</strong></td>
<td><strong>UNIT 4: Furniture Making Workplace simulation</strong></td>
</tr>
<tr>
<td><strong>Industry Practices:</strong></td>
<td><strong>Industry Practices:</strong></td>
</tr>
<tr>
<td>Manufacturing Enterprises</td>
<td>WH&amp;S</td>
</tr>
<tr>
<td>Personal &amp; Interpersonal Skills</td>
<td>Manufacturing Enterprises</td>
</tr>
<tr>
<td>Product Quality</td>
<td>Product Quality</td>
</tr>
<tr>
<td><strong>Production Processes:</strong></td>
<td><strong>Production Processes:</strong></td>
</tr>
<tr>
<td>Specifications</td>
<td>Specifications</td>
</tr>
<tr>
<td>Tools</td>
<td>Tools</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials</td>
</tr>
<tr>
<td><strong>Electives:</strong> Glazing &amp; Framing</td>
<td><strong>Electives:</strong> Furniture Manufacturing &amp; Finishing Workplace Simulation</td>
</tr>
<tr>
<td>Furniture Making</td>
<td>Furniture Finishing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During the semester, students will focus on:</strong></td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td><strong>UNIT 5: Working in a Simulated Furnishing Workplace</strong></td>
<td><strong>UNIT 7: Cabinet Making Industry Simulation</strong></td>
</tr>
<tr>
<td><strong>UNIT 6</strong> Furniture Manufacturing &amp; Finishing Workplace Simulation</td>
<td><strong>UNIT 8</strong> Furniture Finishing in a Simulated Furnishing Workplace</td>
</tr>
</tbody>
</table>
QCE CREDITS AVAILABLE:  4

PREREQUISITES: Basic workshop skills and a proven ability to work as a member of team are required for this subject.

ASSESSMENT: Student learning will be assessed each term for a total of 8 assessment tasks over the 4 semesters of study. Assessment instruments will consist of Written Examinations, Projects (with Written and Practical components) and Practical Demonstrations. The assessment will be criterion based in three dimensions; Knowing & Understanding, Analysing & Applying and Producing & Evaluating.

COSTS: $110 ($80 per year for each year studied), (In addition to the Resource Hire and Student Contribution Scheme)

CAREERS: This study area can lead into many different pathways in the building industry, with a particular focus on the Furniture Making sector. Those seeking employment in the fields of Building Trades would also benefit from this course.

This subject will be offered subject to availability of qualified teaching staff.
PREVOCATIONAL MATHEMATICS
Authority Registered Subject

AIMS: Pre-vocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>• Maths in Health and Fitness</td>
<td>• Earning and Spending Money</td>
</tr>
<tr>
<td></td>
<td>• Maths in Sport</td>
<td>• Use of measurement in building and gardening</td>
</tr>
<tr>
<td></td>
<td>• Maths in Travel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Design and Construction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>• Using Statistics</td>
<td>• Mobile Phone Costs</td>
</tr>
<tr>
<td></td>
<td>• Constructing a Board Game</td>
<td>• Planning a Function</td>
</tr>
<tr>
<td></td>
<td>• Shade Area</td>
<td>• Buying and Running a Car</td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4 (To achieve the numeracy component of the QCE a pass is required)

RESOURCES/TEXTS: A variety of resources will be used.

PREREQUISITES: Nil

ASSESSMENT: Students will be assessed on their mathematical knowledge and skills and their communication skills. Assignments and projects are used as assessment instruments.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) Nil

CAREERS: Apprenticeships, traineeships, hospitality, retail.
Recreation
Authority Registered Subject

AIMS: Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time. Recreation focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities.

CONTENT: Students will undertake the following units of study:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>• What is Recreation?</td>
<td>• Health Related Fitness training programs</td>
</tr>
<tr>
<td></td>
<td>• Fitness for Life</td>
<td>• Tournaments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>During the semester, students will focus on:</td>
<td>During the semester, students will focus on:</td>
</tr>
<tr>
<td></td>
<td>• The Recreation Industry</td>
<td>• Coaching in Practice</td>
</tr>
<tr>
<td></td>
<td>• Beginning Coaching</td>
<td>• Court Games</td>
</tr>
</tbody>
</table>

QCE CREDITS AVAILABLE: 4 (To achieve the numeracy component of the QCE a pass is required)

RESOURCES/TEXTS: A variety of resources will be used.

PREREQUISITES: Nil

ASSESSMENT: Students will be assessed on their knowledge of fitness, coaching and recreation games and activities. They complete a variety of assessment tasks including a project.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) $50 for excursion

CAREERS: Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.
**VISUAL ART in PRACTICE**
Authority Registered Subject

**AIMS:** This is a Category B subject, without certification, and not designed to lead to an Overall Position (OP). It has been designed to specifically cater for students who are intending to either enter the workforce on the completion of Year 12 (or earlier), or undertake training courses rather than proceed to tertiary studies. The aim of this course is to encourage students to work towards becoming artist-practitioners. A practitioner is one who has many roles; is skilled, an expert, trained and professional; is a creator of possibilities who reflects on practice in the expressing of artworks. This course introduces and improves on existing skills that students have to assist them in becoming an artist-practitioner.

**CONTENT:** Students will undertake the following units of study:

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 11</strong></td>
<td>Murals and Ceramics</td>
<td>Heraldry Shields and Graphic Design</td>
</tr>
<tr>
<td><strong>During term one, students will focus on:</strong></td>
<td><strong>During term three, students will focus on:</strong></td>
<td></td>
</tr>
<tr>
<td>• Students will develop a mural for a public space within the school. The design of this mural will be in response to a social issue.</td>
<td>• This unit focuses on medieval heraldry and the rise of the craftsman/artisan. Students will learn about medieval craftsman.</td>
<td></td>
</tr>
<tr>
<td>• Students will develop knowledge and understanding of mural associated techniques including stencil art, colour schemes and compositional layouts.</td>
<td>• Students will learn about heraldry focussing on shields. Creating their own life size heraldic shield.</td>
<td></td>
</tr>
<tr>
<td>• Each student will write an artist's statement to accompany their work explaining the aesthetic considerations for their artwork.</td>
<td>• Students will also explore medieval armour. Studying its purpose, construction and design.</td>
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</tr>
<tr>
<td><strong>During term two, students will focus on:</strong></td>
<td>• Students will also construct a piece of body armour using sculptural materials.</td>
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</tr>
<tr>
<td>• Students will design and construct Ceramic Décor for a new product line at IKEA stores based on a marine theme.</td>
<td><strong>During term four, students will focus on:</strong></td>
<td></td>
</tr>
<tr>
<td>• Students will develop knowledge and understanding of basic hand building techniques associated with clay construction, by completing preliminary samples of each technique including pinch, coil and slab.</td>
<td>• This unit focuses on popular culture exploring the world of leading brands and logos. Students will learn about the purpose of trademarks and the role of the designer.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 12</strong></td>
<td>Illustrative Arts and Wearable Art</td>
<td>Expressive Painting and Tie Dye</td>
</tr>
<tr>
<td><strong>During term one, students will focus on:</strong></td>
<td><strong>During term three, students will focus on:</strong></td>
<td></td>
</tr>
<tr>
<td>• This unit focuses on the techniques associated with being an illustrator. Students will explore the various methods of print making</td>
<td>• This unit explores contemporary approaches to painting. Students will explore non traditional ways of painting based on experimentation using items normally not associated with acrylic paint.</td>
<td></td>
</tr>
<tr>
<td>• Students will create an illustrated picture book for children based on a commission by a leading Australian Publishing Company.</td>
<td>• Students will create an experimental folio of samples. Based on these experiments student will create a series of triptych paintings exploring abstract landscapes or seascapes.</td>
<td></td>
</tr>
<tr>
<td>• This unit will also explore visual literacy for children and how an illustrator gets published.</td>
<td><strong>During term four, students will focus on:</strong></td>
<td></td>
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<tr>
<td><strong>During term two, students will focus on:</strong></td>
<td>• This unit explores the popularity of tie dyed clothing.</td>
<td></td>
</tr>
<tr>
<td>• This unit explores the concept of body decoration from body art to costume design.</td>
<td>• Student will create a variety of tie dyed articles that will be sold at a local community market raising money for a charity in the local area.</td>
<td></td>
</tr>
<tr>
<td>• Based on the popularity of the Lion King Musical and Cirque du Soleil, students will develop knowledge and understanding about how to transform a two dimensional drawing into a three dimensional wearable costume.</td>
<td>• Students will develop knowledge and understanding about popular tie dye techniques creating small samples. Based on these results the class will decide which type of techniques to use on the market ware.</td>
<td></td>
</tr>
<tr>
<td>• Students will design and construct a costume based on a superhero theme.</td>
<td><strong>During term four, students will focus on:</strong></td>
<td></td>
</tr>
</tbody>
</table>

QCE POINTS AVAILABLE: 4

Laidley State High School

Page 79 of 84

2017 Senior Subject Selection Booklet
RESOURCES/TEXTS: Students will study a diverse range of texts including film, print and electronic media. Texts will be drawn from a variety of cultural and chronological sources all relating to art.

PREREQUISITES: A pass in Junior Art and English is recommended.

ASSESSMENT: In each term students will be assessed on their visual diary, researching skills and major artworks. There is literacy imbedded into each unit to familiar students with artistic forms of literature. This literacy component is compulsory for all students studying this course.

COSTS: (In addition to the Resource Hire and Student Contribution Scheme) It is expected that students will participate in curriculum based excursions to various Art Galleries to experience art in a professional context.

CAREERS: This course is designed to encourage students to become artist-practitioners. A practitioner is one who has many roles, is skilled, an expert, trained and professional. This course will assist anyone interested in pursuing a career in the arts industry including visual arts, fashion, design, animation, gallery assistance or curator, graphic design, architecture, teaching, and film and television related careers.
Making Career Decisions

Use the following steps to help you explore your career options.

Step 1  Understand the basic concepts
- Career decision-making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one 'ideal' occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not a lifetime decision.

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

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

What other things influence your decision? Perhaps:
- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- Salary?
- A physical or medical condition?
- Opportunity to travel and work overseas?
- The need to continue studying to progress in this job?
What occupational ideas have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites:

- myfuture – My guide  http://www.myfuture.edu.au

**Step 3  Look outwards – gather information**

Read about the jobs in your occupational ideas list. These resources will help you.

- myfuture – The facts  http://www.myfuture.edu.au
- Job Guide – borrow from your school library or view at  http://www.jobguide.dest.gov.au

Evaluate the information you are reading. Does it fit with the profile you have developed of yourself in Step 2? Your eventual aim is to come up with 3 or 4 possible occupations that will give you satisfaction and use your strengths.

Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents’ friends, your friends’ parents, neighbours, etc.) and the Yellow Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

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

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples’ insights can sometimes help us clarify our thinking.

**Step 4  Prioritise the jobs**

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

**Step 5  Plan a training pathway**

Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This step can be linked to the Senior Education and Training (SET) planning process, to be finalised by the end of Year 10. A SET plan maps out what you will study and learn during the senior schooling years.

**Step 6  Act on your plan**

Seek assistance from your guidance officer or career counsellor if you need help with this process.
Study

Level of study
- Degree
- Associate degree
- Advanced diploma
- Diploma
- Certificate IV
- Certificate III
- Certificate II
- Certificate I

Provider
- University
- Institute of TAFE
- Agricultural college
- Private provider

Mode of study
- Full-time
- Part-time
- Distance education
- Flexible delivery

Other options
- Defer study for a year
- Use next year to upgrade

Employment

Paid Employment
- Full-time
- Part-time
- Casual
- Contract
- Portfolio (combination of the above)

Paid Employment and Training
- Apprenticeship
- Traineeship
- Employer cadetship
- Defence Forces
- Other on-the-job accredited training

Unpaid Employment
- Voluntary work
- Home/carer duties
- Work experience

Some study options lead to articulation or advanced standing into other courses.
For further information contact your guidance officer or career counsellor.
<table>
<thead>
<tr>
<th>Subject</th>
<th>OP</th>
<th>Certificate</th>
<th>Cost</th>
<th>Compulsory Excursion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td></td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>✓</td>
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<tr>
<td>Ancient History</td>
<td>✓</td>
<td></td>
<td>Nil</td>
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<tr>
<td>Biology</td>
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<td>Business Communication and Technologies</td>
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<tr>
<td>Certificate II in Business</td>
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<tr>
<td>Certificate III in Business</td>
<td>✓</td>
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<td>Certificate III in Fitness</td>
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<td>Furnishing Skills</td>
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<td>Certificate II in Hospitality</td>
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<tr>
<td>Certificate II in Information Digital Media &amp; Technology</td>
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<td>Nil</td>
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<tr>
<td>Certificate III in Sport &amp; Recreation</td>
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<tr>
<td>Chemistry</td>
<td>✓</td>
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<td>Nil</td>
<td></td>
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<tr>
<td>Dance Studies</td>
<td>✓</td>
<td></td>
<td>Nil</td>
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<td>Drama</td>
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<tr>
<td>English</td>
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<td>Film, Television and New Media</td>
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<tr>
<td>1272 Graphics</td>
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<td>Hospitality Studies</td>
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<tr>
<td>Mathematics A</td>
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<td>Mathematics B</td>
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<td>Music</td>
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<td>Certificate II in Music Industry</td>
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<td>Nil</td>
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<td>Physical Education</td>
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<td>Physics</td>
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<td>Prevocational Mathematics</td>
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<td>Visual Art</td>
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</tr>
<tr>
<td>Visual Art Studies</td>
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<td></td>
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</tr>
</tbody>
</table>

All costs to be confirmed for 2017