Senior Curriculum Guide

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we strive for the best

Senior Curriculum 16
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MESSAGE FROM THE PRINCIPAL

Dear Students and Parents,

Welcome to your senior years of schooling. The Senior Curriculum at Mackay North State High School enables all students to achieve success in their chosen pathway. It is our aim to equip our students with the skills to achieve their goals, and for all students at Mackay North State High School to complete Year 12, with a Queensland Certificate of Education (QCE).

Senior Schooling requires commitment, focus and dedication for optimum success. The Secondary Education Training Plan (SET Plan) process at Mackay North State High School is completed during Year 10 and aims to assist students to plan a course of study that will best meet their goals, achievements and abilities. Students are supported with informative guidance from staff and their progress is monitored throughout Year 11 and Year 12.

The Academic Review process gives students and parents valuable feedback on student progress towards their chosen pathway. Throughout the senior phase of schooling students are able to engage with teaching staff and curriculum leaders at specific junctures to monitor their own learning and take ownership of their education.

We look forward to welcoming you into the Senior School, and wish you every success with your senior studies. If you have any questions about Senior Schooling, please do not hesitate to contact the Senior School Head of Department, the Senior School Deputy Principal, or myself.

Best wishes

JANE GRIEGER
ACTING PRINCIPAL

INTRODUCTION

This booklet has been compiled to answer any questions students may have about the Senior Secondary subjects (Years 10, 11 & 12) at Mackay North State High School.

You will find in it:
- a) a statement on all subjects by each subject Head of Department;
- b) a summary of the assessment program for each subject;
- c) some comments and information from the Guidance Officers that address possible areas for parents and students to consider;
- d) important information about the Queensland Certificate of Education.

If there is an aspect of a particular subject on which you require further information, do not hesitate to contact the subject Head of Department, the Head of Department (Senior Schooling), the Guidance Officers or members of the administration team.

Appointments may be made through the office (Phone: 4963 1666)

Mackay North State High School is a Registered Training Organisation: RTO Number – 30076
YEAR 10
YEAR 10 SUBJECT CHOICES 2016

AUSTRALIAN CURRICULUM SUBJECTS – Mandatory
ENGLISH
HEALTH AND PHYSICAL EDUCATION
HISTORY AND SOCIAL SCIENCE
MATHEMATICS
SCIENCE

ELECTIVE SUBJECTS  (Choose 2)
ADVANCED MANUFACTURING AND DESIGN
ART
APPLIED ART
BUSINESS PRINCIPLES
DANCE
DRAMA
DRAWING
GRAPHICAL COMMUNICATION
HOME ECONOMICS (CORE)
HOME ECONOMICS (FOOD MAJOR)
INFORMATION & COMMUNICATION TECHNOLOGY
JAPANESE
MUSIC
SHOP A
SHOP B

SPECIAL NOTE (1): While every effort is made to ensure that students make informed choices and are placed in the subjects of their choice, classes can only be formed where student numbers, teacher availability and appropriate resources exist.

There may be some students who are not able to make the selection of their choice, and there may be some students who will be counselled to alter their initial choice.

SPECIAL NOTE (2): Senior Secondary Subjects have a fee which is reviewed annually.

For continuing students:
To access the subject selection process your student goes to the website: oslp.eq.edu.au; the student is then asked for their school log-in details. They then click on the tab marked, “Careers” and then “Subject Selections” in the following window, and then follow the prompts to make their selections. Students will be shown how to do this at school, so they will be able to show you how to navigate through the process at home.
Year 10

AUSTRALIAN CURRICULUM SUBJECTS

Mandatory
ENGLISH

What is the subject?
English is part of the Australian Curriculum and is compulsory for all students. In 2016 our course aligns with the National Curriculum.

The English program offers students challenging and practical language, literacy and literature experiences.

What is in the subject?
Students will participate in a variety of language activities involving listening, speaking, reading, writing and viewing. They are given opportunities to develop their capacity to use language fluently, appropriately and effectively in a wide range of social contexts.

Students will experience a variety of units designed to develop their understanding of how language works and their appreciation of language and its use. Units of work are generally developed around literature texts (novels, short stories, plays and poems), mass media (print and electronic), a particular language purpose (to instruct, to explain, to entertain) or a theme (the future, myths and legends).

Students will use a wide range of literary, non-literary and mass media resources significant to their needs and interests.

How is the subject assessed?
Students are assessed in a variety of forms, for a variety of audiences, in a variety of conditions over the course of each semester. They will keep a folio which contains evidence of their assessment items. This will be comprised of at least four (4) written pieces and two (2) spoken pieces. Students will also be assessed on their reading, and viewing/listening skills.

Notes:
HEALTH & PHYSICAL EDUCATION

What is the subject?
The Health and Physical Education course is an Australian Curriculum subject which will be studied by all students in Years 7, 8, 9 and 10 at Mackay North.

What is in the subject?
The subject has both a theoretical and a practical aspect.

The theory has four major topics – Drug and Alcohol Education, Improving Movement, Health Fitness and Diet and Relationships Education.

In Years 7 and 8 the practical units covered are Gymnastics, Athletics, Games and Sports and Aquatics. In Years 9 and 10 the practical units covered are Games and Sports, Outdoor Challenges and Fitness and Resistance Training.

How is the subject assessed?
The theory in Physical Education is assessed through the completion of booklets based around a particular topic. Within these booklets students may be asked to complete tables, write short answers or develop longer, more detailed responses. The theory mark assigned to each of these booklets is determined by the neatness, completeness and quality of the answers.

The mark given for each practical unit is determined through three criteria. These are participation, safety and behaviour and skill. Through these criteria we hope to not only strive for excellence in performance but also to encourage all students to participate to the best of their ability.

Parental Help and Guidance
We encourage parents to take an active role with their student's schooling and to develop a working relationship with their student's teacher. This could take the form of monitoring theory work; ensuring appropriate clothing is worn to practical lessons and encouraging students to fully participate to the best of their ability during these lessons. The H.P.E. staff is available at all times to discuss student progress.

Notes:
HISTORY

In Year 10, it is compulsory for all students to undertake History (an Australian Curriculum subject) for Semester One and Two.

Year Level focus – The Modern World and Australia.

Key Inquiry Questions:
- How did the nature of global conflict change during the 20th Century?
- What were the consequences of World War II? How did the consequences shape the Modern world?
- How was Australian Society affected by other significant global events and changes in this period?

Four (4) In-depth Studies for Year 10 include:
1. World War II
2. Migration
3. Rights and Freedoms
4. Popular Culture

This subject develops research skills that will be important in helping with Senior Social Science subjects such as Modern History, Ancient History, Geography, Study of Society and Legal Studies.

Please note: There is an opportunity for those students who require extension in History to participate in the Extension History Program. This will be based on results achieved in Year 9 History where the student has achieved a B+ or higher.

Notes:
MATHEMATICS

This subject is part of the Australian Curriculum in the Senior Secondary School and is compulsory for all students.

Mathematics is organised into two sets of strands. Proficiency strands describe the skills or “how”, of Mathematics and content strands describe the knowledge and understanding, or “what”, of Mathematics.

There are three (3) content strands in the Australian Curriculum, including:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

There are four (4) Proficiency Strands including:

- Understanding
- Fluency
- Problem solving
- Reasoning

The Number and Algebra strand:

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

Measurement and Geometry:

- Using units of measurements
- Geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability:

- Chance
- Data representation and interpretation

During Year 9, students covered the Australian Curriculum in the three (3) strands mentioned above. Most students are expected to achieve to the national minimum standards, as evidenced by the National Assessment Program in Literacy and Numeracy tests, conducted in May each year. All classes will focus on a set of common topics, although some students will be given the opportunity to investigate some topics to a greater depth of understanding, whereas other students will be given a little more time to absorb the basic concepts.

In Year 10, the school will be preparing students for the transition into Year 11. As such, classes will be re-organised at the beginning of Year 10 to reflect the transition into either Prevocational Mathematics, Maths A or Maths B. The students will cover various aspects of the Australian Curriculum based on their ability. Students will be advised by their teacher at that time of their recommended placement into one of those classes. Parents and students are welcome to be involved in discussions about future Maths classes in Year 11 at that point. There will be room for negotiation during Semester 1 for students to change classes based on their results.

Notes:
In 2016, Year 7–10 Science students will be studying a Junior Science course based on the Australian Curriculum.

The students will study a range of topics including:

- basic chemistry and chemical reactions
- forces, energy and the physics of motion
- cell biology, human body systems and reproduction
- inheritance & genetics
- evolution
- ecology and environmental issues
- fossils and Earth dynamics
- astronomy

Assessment will include:

- assignments
- experimental reports
- exams

Throughout the year, students will also be encouraged to participate in the Rio Tinto Big Science Competition, the University of New South Wales International Science Competition and the National Chemistry Quiz. Students will also be given opportunities to attend science related extra-curricular activities as they become available to the students.

In Years 11 and 12, students can choose from Physics, Chemistry, Biology, Science 21, Marine Science (all of which are OP subjects) and Aquatic Practices (which is not an OP subject).

With the introduction of the Queensland Certificate of Education (QCE), it is important that students select subjects in Senior in which they can gain at least a ‘C’ Achievement.

Notes:
Year 10

ELECTIVE SUBJECTS

CHOOSE TWO
ADVANCED MANUFACTURING AND DESIGN

Subject description
Advanced Manufacturing and Design is a subject that introduces students to the world of industrial design and manufacturing. The subject focuses on using computer aided technology to manufacture products. This includes using 3D printers, laser cutters, CNC milling machines and graphic modelling programs.

Semester 1 focuses on the ‘F1 in Schools’ competition. The competition is based on students designing, manufacturing, evaluating and reporting on their product which is a Model F1 car powered by gas canisters.

Semester 2 focuses on bridge building and catapult design projects.

Subject aims
The aim of Advanced Manufacturing and Design is to provide students with interesting project and folio based learning experiences that position the learner into real-world problem solving scenarios. Through these experiences the students will have an enhanced appreciation and understanding of the designed and manufactured world of which they are active consumers.

Areas of study
- Design – influences, inspiration and method
- Sketching and visual communication
- Computer aided design
- Safety
- Project Management Techniques
- Marketing – skills and promotional display

Assessment methods
Students will be assessed via the following methods:
- design folios
- project work

Student requirements
Students wishing to undertake this subject in the coming year should possess the following qualities:
- an analytical and inquisitive nature
- ability to work well in a team environment
- to have studied Year 9 AMD.

Notes:
ART

Art is a two-year course

What is Art?
Art is about creating artworks around a theme, solving problems, experimenting with techniques, materials and ideas.

Who can take Art?
This is for anyone who was successful in Year 8 Art and is keen to learn about different aspects of the subject. The classroom takes on more of a studio environment with guided practice, independent explorations and responses to topics.

What practical work is done in Art?
Artworks focus around a central idea/concept. Students create works in a variety of media including Drawing, Printmaking, Painting, Mixed Media, Photography and Digital Manipulation, Ceramics and Sculpture.

Concepts for Year 9 included The Real World, Imagination, Beliefs, Emotions, Functional Art and Art for Art’s Sake.

Concepts for Year 10 include Ancient Cultures, Realism, Stylisation, Expressions, and Abstraction.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B & 4B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework and assessment by the due dates.

Assessment
• Major Practical Artworks / Folio
• Assignment – 1 per Semester
• Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
APPLIED ART

Applied Art is a two-year course

What is it?
Applied Art is about designing and constructing artworks that have practical and useful applications. Students must keep a Visual Diary to do research, lead up designs, theory and some major artworks.

Who can take Applied Art?
Anyone who enjoyed Art in Year 8 Art is welcome.

What practical work is done in Applied Art?
Projects include Cartooning, Digital Photography, Fashion Design, Ceramics and Drawing in Year 9.

Fabric Design, Printmaking, 3D Design/Sculpture, Design Principles, Mosaics and Graphic Design are covered in Year 10.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework and assessment by the due dates.

Assessment
• Major Practical Artworks / Folio
• Assignment – 1 per Semester
• Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
ARTISTIC DRAWING

**Drawing is a two-year course**

**What is it?**
Drawing is the basis of all Art. This course focuses on developing a wide range of drawing techniques and styles. Students will be exposed to a variety of different media and materials to complete drawings.

**Who can take Drawing?**
This is for anyone who enjoys or is successful at Drawing. Students should be keen to learn about different styles and materials to enhance and expand their knowledge and skills. The teachers provide guided practice and instruction with students completing independent studies.

**What practical work is done in Drawing?**
The practical area is technical and media based. Drawing units focus on a different subject matter each term.

In Year 9, students studied Landscape, Animals, The Human Figure and Still Life.

In Year 10, students study Architecture, Decorative Drawing, Portraiture and Scientific/Instructional Drawing.

**What are our expectations?**
Every lesson, bring your Art book, fineliner, 2B, 4B and 6B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework and assessment by the due dates.

**Assessment:**
- Major Practical Artworks / Folio
- Assignment – 1 per Semester
- Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

**Who can tell me more?**
Ask the Head of Department or any of the Art Teachers.

**Notes:**
BUSINESS STUDIES

Why study Business?
By doing this subject you will obtain many useful skills which you can apply in the business world and in your own personal life. This subject will improve your financial literacy and give you a greater understanding of business.

Who can take Business?
Anyone who is interested in the world of business, money, managing personal finances and investing.

What is studied?
Topics studied include:
- managing your money
- success in small business
- E-commerce
- Australian economy and issues such as employment and interest rates
- global economy
- petty cash
- cash records
- bank reconciliation
- preparing and interpreting business documents
- insurance
- consumer law
- marketing techniques
- management styles
- human resources and work skills
- taxation (types, completing a tax return)
- introduction to accounting process (manually and using a computer package [MYOB])
- Excel (basic business applications)
- monitoring and understanding shares and the Australian Stock Exchange
- business enterprise

Are there excursions?
Relevant excursions will be included where possible.

Assessment:
Assignments will be set to develop individual and group research, thinking skills and teamwork. The remaining assessment will be in the form of exams, at the completion of the topic of study.

How much homework will there be?
Homework generally involves completing practical exercises, revising content and/or assignment work.

Where does it lead after Year 10?
You should have a basic knowledge for the study of Accounting in Year 11. Many skills will be useful in Business and Business Communication and Technologies.

Notes:
**DANCE**

What benefits do students gain from this subject?
Dance as a subject has a broad range of benefits.
- Physical skills are developed including co-ordination, balance, flexibility and strength.
- Social skills are highlighted with a focus on teamwork, co-operation, trust and peer support.
- Emotional wellbeing is often enhanced through increased confidence, personal and school pride and self-awareness.

The course is offered in Years 9 and 10. Students are then encouraged to study Senior Dance in Years 11 and 12.

**Prerequisites**
There are no prerequisites for the Study of Dance. It is an appropriate subject for both males and females as movements are not gender specific. Students who have not had previous dance experience as well as those who have training outside school will benefit from the individualised nature of the subject. Dance lends itself to catering to individual needs and levels of achievement. Advanced students can engage in extension activities and benefit greatly from peer teaching while students with little experience can develop skills very rapidly and achieve success in this subject.

**Description**
This course aims to give students a chance to experience dance within three central organisers of Performance, Choreography and Appreciation.

**Assessment**
Assessment tasks from each of the three organisers will be balanced over the two year course.

Tasks include creating dances, performing dances and writing about dance from a variety of styles e.g. Jazz, Funk, Contemporary and Social.

**Notes:**
DRAMA

What is Drama?
Drama deals with the study of communication through a variety of dramatic forms. It develops creative expression, an appreciation of and control over the dramatic form and skills in functional communication.

What benefits do students gain from the subject?
Being able to communicate effectively is a pre-requisite for success at school, in the outside world and in establishing and maintaining relationships. Students contemplating early childhood/primary teaching, or any position where you need to ‘perform’ before an ‘audience’ will find Drama very useful.

Pre-requisites
Students electing Drama should demonstrate:
- an ability to work with others
- self-discipline and readiness to perform in front of an audience
- willingness to take direction.

Description
The course is offered in Years 9 and 10. Students are then encouraged to study Senior Drama in Years 11 and 12. A sound level of achievement in Year 8 English is advisable for students undertaking this subject.

Students study three integrated aspects:
- forming
- presenting
- responding

These are organised thematically, with students undertaking activities such as mime, script-writing, creating puppet plays, presenting theatre sports, dramatic movement, mask work, improvisation, melodrama and issues based drama.

Assessment
The course is 75% practical and 25% theoretical. Students are assessed individually, through solo and group performance. A majority of the theoretical work is related to student performance including analysis and evaluation of drama. The equivalent of one (1) lesson per week is devoted to theory.

Although it is not compulsory, students of Drama are expected to participate in extra-curricular activities within the Performing Arts Department.

Notes:
ARTISTIC DRAWING

Drawing is a two-year course

What is it?
Drawing is the basis of all Art. This course focuses on developing a wide range of drawing techniques and styles. Students will be exposed to a variety of different media and materials to complete drawings.

Who can take Drawing?
This is for anyone who enjoys or is successful at Drawing. Students should be keen to learn about different styles and materials to enhance and expand their knowledge and skills. The teachers provide guided practice and instruction with students completing independent studies.

What practical work is done in Drawing?
The practical area is technical and media based. Drawing units focus on a different subject matter each term.

In Year 9, students studied Landscape, Animals, The Human Figure and Still Life.

In Year 10, students study Architecture, Decorative Drawing, Portraiture and Scientific/Instructional Drawing.

What are our expectations?
Every lesson, bring your Art book, fineliner, 2B, 4B and 6B pencil, ruler, watercolour pencils, felts, eraser, homework diary and Laptop.

Complete regular homework and assessment by the due dates.

Assessment:
- Major Practical Artworks / Folio
- Assignment – 1 per Semester
- Bookwork – Theory, Lead up Activities and Planning, Minor Practical Work

Who can tell me more?
Ask the Head of Department or any of the Art Teachers.

Notes:
GRAPHICS

Introduction
Graphics is a course of study concerned with the skills of communicating graphically to different audiences. It introduces students to problem solving and designing solutions to real-world problems. It then provides the skills to draw, sketch and model on computer-aided drafting programs to communicate those solutions in a clear and efficient manner.

Aims
The basic aim is to provide interesting, logical and coherent learning experiences in a variety of topics which enhance the student’s ability to use graphical means of communication more effectively.

- To develop an awareness of graphical communication as a universal language.
- To develop knowledge and understanding of the fundamentals of graphical communication.
- To develop a relationship of particular elements of graphics with other subjects.

Areas of study
Foundation Studies
- Sketching
- The Design Process

Industrial Design
Built Environment
Graphic Design
Computer Aided Drafting

Assessment
Graphics is generally assessed through portfolios of drawings due throughout the course of study with an exam at the end of each semester.

Where will this subject lead?
Graphics is a very intricate and fascinating language opening up many career paths from Technical Drafting to Graphical Designing. Year 9 and 10 Graphics lays the foundations of these career paths. If you have an interest in following a graphical, engineering or building career then you are well advised to continue with Year 11 & 12 Graphics.

Many local industries offering traineeships and apprenticeships have required Graphics as a pre-requisite to employment.
HOME ECONOMICS – CORE

The "core" Home Economics course is designed for students who enjoy the practical areas of both cookery and sewing. Students complete alternating semesters of food-based units and textile-based units. All of the ingredients and necessary take-home containers are supplied for the cookery units. The school supplies all sewing equipment and some consumable items such as fabric paint, thread, buttons and interfacing. The fabric needed to complete major sewing projects is to be supplied by students.

Semester 1
‘Let’s Get Healthy’

- Students look at a range of factors that affect the diet and eating patterns of teenagers. Students research and evaluate diet and eating plans and make recommendations based on teenagers’ dietary needs.

Semester 2
‘Fashion for Teenagers’

- Students look at the fashion industry and design principles to create an item of clothing that is fashionable and suits their body shape.

Prerequisites
Students should have an interest in producing both practical food and textile items. This subject may be chosen in conjunction with Food Major.

Homework
Using practical skills developed in class at home and completion of work plans for practical cookery lessons.

Assessment
Each semester students will complete the following:

- class test
- written research assignment
- two practical articles

Where will this subject lead?
To the Senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as fashion designer, interior designer, craftsperson, teacher, dietician, health care worker or hospitality worker.
The “Food Major” Home Economics course has been designed to cater for students with a particular interest in food preparation and nutrition. All food and the necessary take-home containers are supplied to students.

**Semester 1**

*Nuts about Nutrition*
- Students explore the latest information about nutrition and healthy eating.
- Students examine some myths and misconceptions surrounding food and diet related diseases.

*Around the world*
- Students investigate different cultures that have impacted on Australian cuisine.
- Students produce foods involving a variety of cookery techniques over both terms.

**Semester 2**

*Make a meal of it*
- Students explore the importance of the meals — breakfast, lunch and dinner.
- Students will compare fresh versus packaged foods and discover how to rate snacks and junk food.

*Techno Food*
- Students will be introduced to topics such as sensory evaluations, properties of food, packaging, labelling and branding.
- Students produce foods involving a variety of cookery techniques over both terms.

**Prerequisites:**
An interest in practical cookery and investigating nutrition issues that impact on teenagers and their families. This subject may be chosen in conjunction with any other Home Economics subject i.e. Core or Textile Design.

**Homework:**
Using practical skills developed in class at home and completion of work plans for practical cookery lessons. Students will be required to complete unfinished work from class time as well as set weekly review tasks.

**Assessment:**
Each Semester students will complete at least
- class test
- written research assignment
- two practical exams

**Where will this subject lead?**
To the senior subjects of Home Economics and Hospitality. Skills developed in this subject may assist in occupations such as dietician, health care workers, nurse, teacher, hospitality worker.

**Notes:**
INFORMATION & COMMUNICATION TECHNOLOGY

Aim
The aim of the course is to give students the skills to efficiently use technology to assist them in their daily dealings with ICTs during their school years and beyond. Students will inquire, create, communicate and operate ICTs as well as investigate the social and ethical implications of technology use. These skills are immediately applicable in all other subject areas.

Assessment
The majority of the course will be project based in that students will work collaboratively using industry standard software to produce items or products for ‘clients’. Product examples include business stationery, websites, animated banners for websites and games. Students will be enrolled in the Learning Place which is Education Queensland's secure eLearning environment. Students will join online virtual classrooms that allow 'anytime, anyplace' access to all class work and assessment tasks.

Topics covered

<table>
<thead>
<tr>
<th>YEAR 10</th>
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<tbody>
<tr>
<td>Robotics (introducing basic programming concepts)</td>
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<tr>
<td>Game making (Investigating the Game industry, using Flash or Game Maker)</td>
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<tr>
<td>Web design (using HTML and CSS scripts)</td>
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<tr>
<td>Integrated project (combining all the skills acquired in this course)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 11-12</th>
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</thead>
<tbody>
<tr>
<td>Pathway: ICT ➔ ITS or IPT ➔ University ➔ Technology industry</td>
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<tr>
<td>Pathway: ICT ➔ Cert. II in IT ➔ TAFE (Cert. III in IT) ➔ TAFE (Cert. IV in IT) ➔ Technology related employment</td>
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</tbody>
</table>

Other points to note:
• Students will discover that ICT is a hands-on subject where active participation is rewarded with success.

• Virtual Classrooms support student learning and activities, homework, assessment, student research and inquiry by being accessible via the Internet, 24 hours a day, 7 days a week.
JAPANESE

What work will be covered?
In Year 10 Japanese students will investigate Japan, its people and their culture through the medium of the Japanese language. The following topics will be covered:

- Daily Life
- Travel in Japan
- Variety Show
- Let’s Eat

You will learn the four skills of listening, speaking, reading and writing through a range of activities including group work and language games. There are also many opportunities to use technology, such as learning to type in Japanese and creating Japanese-speaking avatars online. Students will review Hiragana and Katakana (the two Japanese alphabets). In addition, you will learn approximately sixty (60) Kanji (characters of Chinese origin) per term.

In 2013, North High conducted its third student tour of Japan. It was a great success and we are currently planning to go again in 2015. Students must be studying Japanese to be eligible for tours. There is also a Japanese club which meets at lunch times and communicates with teenagers in schools in Japan.

Why study a language?
It is advantageous to have a second language in many areas, including business, banking, education, hospitality, travel and tourism, media, journalism and the arts. Students who pass a LOTE subject in Senior also automatically improve their OP score by one (1).

Relations between Australia and Japan have flourished for many years and they are one of our most important trading partners.

What kind of assessment?
The four skills (listening, speaking, reading and writing) will each be tested at least once per semester. Each skill is weighted equally. Students will be required to complete both exams and assignment work.
**MUSIC**

**What is music?**
Music plays an important role in our everyday life and Music aims to introduce students to a wide range of styles, from “caveman” music through to the rock/pop scene. Students have the opportunity to play and sing music, to create their own “masterpieces” and to listen to and begin to understand music from all walks of life.

**What benefits do students gain from the subject?**
After Year 10, music can be continued into Years 11 and 12, and then can be included in a student's assessment for tertiary entrance. The study of music can lead to a wide variety of job opportunities and often students contemplating early childhood/primary teaching find music very useful. Music enables students to develop in many ways – students can get to know others and enjoy working with them. Practical aspects provide an artistic outlet and assist with co-ordination.

**Pre-requisites**
Anyone with a love of or interest in music could handle music successfully. Being able to play a musical instrument, though useful, is definitely not essential. Students involved in the school instrumental program or learning voice or an instrument privately are strongly advised to choose classroom music.

**Description**
The course covers many different types of music including folk music, pop/rock music, music of the media, jazz, electronic and computer music. Students are involved in:
- practical music making - playing and singing in groups
- knowing about music - being able to discuss musical ideas and write down music
- listening to and understanding music - becoming more aware and informed listeners.

**Resources**
The music department is equipped with a number of acoustic guitars; a keyboard lab; 15 computers plus numerous tuned and untuned percussion instruments. As well, orchestral instruments are available on loan through the music department.

**Assessment**
Each semester students are required to complete one (1) music analysis exam, one (1) music writing task and one (1) performance.

**Notes:**
SHOP A

Shop A (woodwork) subject content is designed around the timber, construction and furnishing industries. In particular it will look at the application of tools, working of materials, designing and planning of projects culminating in manufacturing them. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

**Aims**
- To emphasise the necessity for safe working habits and the adherence to all safety instructions.
- To co-ordinate student learning experiences.
- To develop and plan procedures, solve problems and make decisions.
- To apply technical literacy.
- To develop technical skills and appreciation of materials, equipment, processes and work methods within the timber, plastics and furnishing industries.

**Areas of study**
- Project planning and design
- Surface finishing
- Woodworking and fabrication
- Plastics fabrication and moulding

**Assessment**
- Class projects
- Research and design booklets

Students are well advised to have taken Year 9 Shop A as a pre-requisite to Year 10.

**Where will this subject lead?**
Year 10 Shop A lays the foundations of career opportunities in a host of areas including the furnishing and building industries.

If students are considering traineeships or apprenticeships along these career paths it is advisable to continue into Years 11 and 12 Building & Construction and/or Years 11 and 12 Industrial Technology Studies. Many local industries have appreciated students having studied these types of practical subjects.
SHOP B
Shop B (metalwork) subject content is designed around the metal and engineering industries. In particular it will look at the application of tools, working of materials, designing and planning of projects culminating in manufacturing them. It introduces practically oriented learning experiences, involves practical applications of mathematical and scientific principles and provides grounding for life in a technological age.

Aims
- To emphasise the necessity for safe working habits and the adherence to all safety instructions.
- To co-ordinate the student’s learning experiences.
- To apply and develop design principles and technical literacy.
- To develop a knowledge and appreciation of materials, equipment, processes, work methods and technical skills.

Areas of study
- Project planning and design
- Surface finishing
- Sheetmetal working
- Metal fabrication and fitting
- Metal turning

Assessment
- Class projects
- Research and design booklets

Students are well advised to have taken Year 9 Shop B as a pre-requisite to Year 10.

Where will this subject lead?
Year 10 Shop B has laid the foundations of career opportunities in a host of areas including the engineering and fabricating industries.

If students are considering traineeships or apprenticeships along these career paths it is advisable to continue into Years 11 and 12 Engineering Studies and/or Years 11 and 12 Industrial Technology Studies. Many local industries have appreciated students having studied these type of practical subjects.

Notes:
YEARS 11 AND 12
CHOOSING SENIOR SUBJECTS

WHERE DO I BEGIN?
As an overall plan, it is suggested that you choose subjects:
- in which you have already achieved good results.
- that reflect your interests and abilities.
- that help you reach your career and employment goals.
- that will develop skills, knowledge and attitudes useful throughout your life.
- that you enjoy.

HOW DO I FIND OUT ABOUT CAREERS?
It is helpful if you have a few career ideas in mind before choosing subjects, but many Year 10 students still are not sure. If you are uncertain about this at present, select subjects that will keep several career options open to you.

Your guidance officer will be able to help you get started.

WHAT ARE THE DIFFERENT CATEGORIES OF SUBJECTS IN THE BOOKLET?
Three categories of subjects are available to students:

 Authority Subjects
Authority subjects:
- are used in the calculation of OPs.
- are recorded on the Senior Statement.
- can provide credit towards the Queensland Certificate of Education.

 Authority-Registered Subjects
Authority-registered subjects:
- are recorded on the Senior Statement.
- can provide credit towards the Queensland Certificate of Education.
- do not contribute towards an OP.
- can be used to calculate a Selection Rank.

 Stand-Alone VET Subjects
Stand-alone VET subjects:
- are recorded on the Senior Statement.
- results for modules successfully completed are recorded as ‘Competent’.
- can provide credit towards the Queensland Certificate of Education.
- Only Cert III and above are used in the calculation of a Selection Rank.
- do not contribute towards an OP.

 WHAT DO I NEED FOR FURTHER STUDY?
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 QTAC Tertiary Prerequisites 2014.
- To be eligible for an OP, in the four (4) semesters of Years 11 and 12, you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects). At least three subjects must remain unchanged throughout Years 11 and 12.
- You must also sit for the Queensland Core Skills Test.
- A small number of students who are not OP eligible still gain entry to tertiary courses using a process called Selection Rank. This process uses your results in your subjects to give you a ranking which the universities can use for entry to their courses.

GLOSSARY OF TERMS USED
- Authority (QCAA) is the Queensland Curriculum Assessment Authority.
- Overall Position (OP) indicates students’ rank order position in the state and is reported in bands from 1 (highest) to 25.
- See your Guidance Officer for details of eligibility rules for an OP.
- Queensland Core Skills (QCS) Test is conducted over two days in third term for Year 12 students. To be eligible for an OP, you must sit the QCS Test. If you are not eligible for an OP, the test is voluntary. For students not eligible for an OP, sitting for the test may improve your Selection Rank.
- Prerequisite is a subject or qualification required for eligibility for entry to a particular course of study or employment.
- Queensland Tertiary Admissions Centre (QTAC) acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, to provide application materials and to receive and process applications.
- Recognition of prior learning (RPL) is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.

USEFUL INTERNET SITES
- Student Connect Magazine Information about important dates and tips relevant to QCE, Ops, QCS etc.
  www.qcaa.qld.edu.au/downloads
  (Publications → Newsletters & Magazines → Student Connect)
- Australia’s National Career Information Service, myfuture www.myfuture.edu.au
- Queensland Curriculum Assessment Authority www.qcaa.qld.edu.au
- Jobguide www.jobguide.dest.gov.au
- QTAC – Queensland Tertiary Admissions Centre www.qtac.edu.au
- For local TAFE courses www.cgu.edu.au
  (look under “Courses and Programs”)
- About universities in Queensland www.studyqueensland.qld.edu.au/study/study-options/universities/
- Jobs and Career Information www.studentconnectqcaa.qld.edu.au/
USEFUL RESOURCES

- What Now? – a publication by the Queensland Curriculum Assessment Authority (QCAA) focusing on the pathways that are available for students who are completing Year 10.
- QTAC Guide – information on tertiary courses offered through QTAC.
- The Tertiary Prerequisites book provides information on subjects required for entry to tertiary courses offered through QTAC.
- Pathways to Further Education and Training – a handout which provides general information about the Australian Qualifications Framework.
- Tertiary entry: Internal Year 12 Students Without OPs – 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.

WORK PLACEMENT

Students complete work placement or work experience for a variety of reasons:

- Work placement is a course requirement for VET qualifications delivered by the school – Certificate III in Early Childhood Education and Care and Certificate II in Hospitality. Classroom teachers will go through the structured work placement requirements for your subjects.
- To help students identify career paths.
- Individual interest.
- Work experience can be helpful for university entrance.

Structured Work Placement

Students in Year 11 and 12 who are completing a certificate that has a mandatory work placement component including Certificate III in Early Childhood Education and Care and Certificate II in Hospitality have the opportunity to complete this at various times throughout the year. You will be notified of these times.

Sampling Work Experience

Students in Year 11 and 12 (OP and non-OP students) who do not need to complete Structured Work Placement to meet course requirements, have the opportunity to complete Sampling Work Experience throughout the year. You will be notified of these times.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SAT)

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school. There is a very long list of possible fields, e.g. Carpentry, Boilermaking, Retail, Office Administration, Hairdressing, Childcare, Hospitality, Aged Care.

Once you have decided on your area of interest, approach possible employers to see if they will take you on. We can make it easier for you by providing you with a letter of introduction and an information pack for interested employers. We also advertise any vacant positions in our school newsletter, student notices and on notice boards at 200 Block and the Senior Centre.

At work: You are employed in paid work for one day per week and are enrolled through a Registered Training Organisation to complete a Certificate course, usually Certificate II or III. You will receive training to complete the modules but will not be paid for this time. You must work for at least the equivalent of 50 full days per year so it may also involve some time during holidays or weekends. Remember though, this is paid employment!

At school: You will be able to study five subjects, instead of the usual six to allow more time for you to do your school based apprenticeship or school based traineeship. During your spare lessons, you will be expected to catch up on the work you missed during your day at the workplace. A study plan detailing what you will be working on during the spare lessons must be submitted to the relevant deputy principal before approval will be given to drop a subject.

Can you do an OP course? Yes, but you would need to do five Authority subjects and keep up to date with all work.

After school: There is an option that you could be signed up to complete a full time apprenticeship.

Recommendation: As this is paid employment, your SAT employment needs to become your only employment. It would be very difficult to cope with school, a SAT and another job. When you sign up, you are committing to working, studying for your SAT, being reliable and working hard at school. You can only do a SAT while you are attending school full time.

OVERALL

- If you want to achieve an OP, you must choose at least five Authority subjects.
- If you have a definite tertiary course in mind, check carefully that your chosen subjects meet the prerequisite requirements for that course.
- For students wanting an OP, choose subjects that are prerequisites, choose subjects that you are good at, and choose subjects that you like because you will be more inclined to work hard at subjects that you enjoy.
- For students not wanting an OP, you may choose any combination of Authority and/or Authority-registered subjects.
- For students not wanting an OP, choose courses that will lead you towards your chosen careers, choose subjects that you are good at, and choose subjects that you like because you will be more inclined to work hard at subjects that you enjoy.
- Most importantly, make informed choices!
SENIOR STATEMENT AND QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students Graduating in 2017
Students graduating in 2017 will receive a Senior Statement and will be eligible to receive a Queensland Certificate of Education (QCE) if they complete their program of learning successfully.

What is the Senior Statement?
The Senior Statement is a student’s official record of learning. It records all the learning achievements in a student’s Learning Account.

What is a Learning Account?
All Year 10 students in 2015 are individually registered with the Queensland Curriculum and Assessment Authority. Registration generates a LU1 (Learner Unique Identification) and opens the students’ learning account. The individual password given to each student in Year 10 allows them to visit their learning account and access the Career Information Service.

The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in Year 11, however you will not be able to see results for your school subjects until you finish Year 12.

The Learning Account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:
- a QCE
- a Senior Statement
- a Statement of Results
- a Vocational Education and Training (VET) Certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- an Overall Position (OP) and Field Positions (FPs)

When do students receive the Senior Statement?
The Queensland Curriculum Assessment Authority will issue the Senior Statement if a student has met the requirements for the Queensland Certificate of Education; or is attending a state or non-state school and has banked at least one achievement in their Learning Account; and is enrolled at a school until the prescribed date at the end of Year 12.

What is the QCE?
The QCE attests to:
- a significant amount of quality assured learning.
- learning at a set standard of achievement.
- literacy and numeracy requirements.
- the student completing senior secondary.

To be eligible, students must bank at least 20 credits in their learning account. You may find the tables below and on page 10 useful in further clarifying this. If there are fewer than 20 credits in a student’s learning account at the end of Year 12, it will remain open and the student can continue to bank credits.

### TYPES OF LEARNING AND THEIR VALUES

The required amount of learning:
- must include between 12 and 20 credits from completed core courses of study
- may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses.

<table>
<thead>
<tr>
<th>Core credit</th>
<th>Enrichment credit</th>
<th>Advanced credit</th>
<th>Preparatory credit</th>
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<tbody>
<tr>
<td>Authority or Authority-registered subject</td>
<td>a certificate as recognized by QCAA e.g. Grade 8 Music Exam or award in areas such as: music, dance, drama, sport and community development</td>
<td>a 1-semester university subject achieved while at school</td>
<td>VET certificate I (max of two can count)</td>
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<td>a Senior External Examination</td>
<td>4</td>
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<td>VET certificate II</td>
<td>a negotiated community or self-directed learning project 160 hours (20 days) structured workplace learning project</td>
<td>a 2-semester university subject achieved while at school</td>
<td>an employment skills development program (only one can count)</td>
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<td>VET certificate III – IV</td>
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<td>school-based apprenticeships and traineeships</td>
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<td>tailored training program</td>
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<td>international learning program</td>
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</table>
What is the difference between the QCE and the Senior Statement?
The Senior Statement is a record of all learning achievements banked into a student’s Learning Account. It records the details of where and when the learning took place and the level of achievement. The QCE, on the other hand, is awarded only when a specified study pattern has been achieved. This study pattern requires:
- completion of at least 20 credits of courses of study.
- a set standard of achievement in these completed courses of study.
- completion of a literacy and numeracy component.

What is an Overall Position (OP)?
An OP:
- indicates a student’s rank order position based on overall achievement in Authority subjects.
- uses the results of a student’s best 20 weighted semester units in Authority subjects.
- uses equal weighting for all Authority subjects.
- involves scaling using group QCS Test results.
- is reported as one of 25 bands from 1 (highest) to 25 (lowest).
- is the measure most often used to select Year 12 students for university entrance.

Who is eligible for an OP?
To be eligible a student must:
- study a minimum of 20 semesters of Authority subjects (the equivalent of studying five subjects for four semesters of Years 11 and 12).
- study at least three subjects for four semesters of Years 11 and 12.
- sit for the Queensland Core Skills (QCS) Test.

What are Field Positions (FP)?
FPs indicate a student’s rank order position on overall achievements in up to five fields:
- FP A  extended written communication
- FP B  short written communication
- FP C  basic numeracy
- FP D  solving complex problems
- FP E  practical performance
- Requires completion of at least 20 weighted semester units of relevant Authority subjects.
- Uses unequal weighting of subjects.
- Are reported in bands from 1 (highest) to 10 (lowest) for each field.
- Can be used if further discrimination (after OP) is required to select Year 12 students for entry into university courses.

Who is eligible for FPs?
- All students who are OP eligible will also receive results in up to five fields.

What is the QCS Test?
The QCS Test is:
- a state wide test available to Year 12 students.
- based on common elements of the Queensland senior curriculum.
- is accessible to all Year 12 students regardless of their subject choices.
- an exam set consisting of four papers using three response modes:
  1. Extended writing
  2. Multiple choice
  3. Short response
- used to provide group results for calculating OPs and FPs.
- reported on a five-point scale from A (highest) to E (lowest).

Who is eligible to sit for the QCS Test?
- All Year 12 students are eligible to sit the QCS Test.
- Students who wish to be OP eligible must sit for the QCS Test.
- Students who are not OP eligible can take the QCS Test.
## QCE CREDITS (QUEENSLAND CERTIFICATE OF EDUCATION CREDITS)

<table>
<thead>
<tr>
<th>Authority Subjects (OP Subjects)</th>
<th>Recommended Pre-requisites from Years 9 and 10</th>
<th>Potential QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>‘A’ in Business Principles &amp; ‘B’ in Maths</td>
<td>4</td>
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<tr>
<td>Ancient History</td>
<td>‘C’ in English &amp; History or Geography</td>
<td>4</td>
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<tr>
<td>Biological Science</td>
<td>‘B’ in Science &amp; ‘C’ in Maths</td>
<td>4</td>
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<tr>
<td>Chemistry</td>
<td>‘B’ in Science &amp; ‘C’ in Maths</td>
<td>4</td>
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<tr>
<td>Dance</td>
<td>‘C’ in Dance &amp; English</td>
<td>4</td>
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<tr>
<td>Drama</td>
<td>‘C’ in English</td>
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<tr>
<td>English</td>
<td>‘C’ in English</td>
<td>4</td>
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<tr>
<td>Geography</td>
<td>‘C’ in English &amp; ‘C’ in History or Geography</td>
<td>4</td>
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<tr>
<td>Graphics</td>
<td>‘C’ in Graphics</td>
<td>4</td>
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<tr>
<td>Home Economics</td>
<td>‘C’ in English</td>
<td>4</td>
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<tr>
<td>Information Processing &amp; Technology</td>
<td>Basic computer literacy, problem solving, communication</td>
<td>4</td>
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<tr>
<td>Information Technology Systems</td>
<td>Basic computer literacy, problem solving, communication</td>
<td>4</td>
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<tr>
<td>Japanese</td>
<td>‘C’ in Japanese</td>
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<tr>
<td>Legal Studies</td>
<td>‘C’ in English &amp; History or Geography</td>
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<tr>
<td>Marine Studies</td>
<td>‘C’ in Science &amp; ‘C’ in Maths</td>
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<tr>
<td>Mathematics A</td>
<td>‘C’ in Maths</td>
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<td>Mathematics B</td>
<td>‘B’ in Maths</td>
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<td>Mathematics C</td>
<td>‘B’ in Maths</td>
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<tr>
<td>Modern History</td>
<td>‘C’ in English &amp; History or Geography</td>
<td>4</td>
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<tr>
<td>Music</td>
<td>‘C’ in Music</td>
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<tr>
<td>Physical Education</td>
<td>‘B’ or higher in both English and Physical Education</td>
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<tr>
<td>Physics</td>
<td>‘A’ or ‘B’ in Science &amp; Maths</td>
<td>4</td>
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<tr>
<td>Science 21</td>
<td>‘C’ in Science</td>
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<tr>
<td>Study of Society</td>
<td>‘C’ in English &amp; History or Geography</td>
<td>4</td>
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<tr>
<td>Technology Studies</td>
<td>‘C’ or better in Maths, Science, English, Graphics, AMD &amp; PDM A or B</td>
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<tr>
<td>Visual Art</td>
<td>‘B’ in Art or Art &amp; Technology &amp; ‘B’ in English</td>
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<thead>
<tr>
<th>Authority-Registered Subjects</th>
<th>Recommended Subject Requisites from Years 9 &amp; 10</th>
<th>Potential QCE Credits</th>
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<tbody>
<tr>
<td>Certificate II in Business</td>
<td>‘C’ in CBA 1 or 2</td>
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<td>Certificate III in Early Childhood and Care</td>
<td>Interest in working with children</td>
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<tr>
<td>Building and Construction Studies</td>
<td>‘C’ in Shop A</td>
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<tr>
<td>Engineering Studies</td>
<td>‘C’ in Shop B</td>
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<tr>
<td>English Communication</td>
<td>For those with less than ‘C’ in English</td>
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<tr>
<td>Certificate I and II in Hospitality</td>
<td>Food Major or Cert I Hospitality</td>
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<td>Industrial Technology Studies</td>
<td>‘C’ in Shop A or Shop B</td>
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<td>Aquatic Practices</td>
<td>Interest in the ocean &amp; marine life</td>
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<tr>
<td>Pre-Vocational Mathematics</td>
<td>For those with less than ‘C’ in Maths</td>
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<td>Recreation</td>
<td>A willingness to participate in all activities including swimming</td>
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<tr>
<td>Certificate II in Tourism</td>
<td>Communication &amp; team skills</td>
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<tr>
<td>Visual Art Studies</td>
<td>‘C’ in Art, Art &amp; Design or Drawing</td>
<td>4</td>
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</table>
Teacher monitors student progress in class work, homework and assessment. At any time in Unit of Work

Student failing due to lack of effort or attendance (No medical Certificate)

Teacher discusses progress with student
Teacher makes a note on the permanent record and informs Year Level Coordinator/Guidance Officer/Head of Department
Permanent record entry here regarding warning to improve
Teacher makes Parent contact – Re-improvement

1 week
If student progress unsatisfactory

Teacher discusses lack of progress with student
Teacher makes a note on the permanent record including details of incompletion E.g., Subject, Date Due, What due e.g. Oral, written assignment, class work etc;
Information to Year Level Coordinator, Head of Department and Senior Schooling Teacher Aide
One week allowed to complete task

Principal informed – letter home
Note on permanent record

Student required to attend after school detention until work completed

Student attends till class teacher finds progress/assessment satisfactory. Senior Schooling Teacher Aide informed letter sent home of completion.

Student failing due to lack of effort or attendance (No medical Certificate)

Teacher discusses progress with student
Teacher makes a note on the permanent record and informs Year Level Coordinator/Guidance Officer/Head of Department
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Teacher makes Parent contact – Re-improvement

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If student progress unsatisfactory

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Information to Year Level Coordinator, Head of Department and Senior Schooling Teacher Aide
One week allowed to complete task

Principal informed – letter home
Note on permanent record

Student required to attend after school detention until work completed

Student attends till class teacher finds progress/assessment satisfactory. Senior Schooling Teacher Aide informed letter sent home of completion.

Student applying themselves but at risk of failing

Permanent record entry. Year Level Coordinator and Guidance officer informed
Check with Year Level Coordinator first - then Parent contact if required

Student progressing satisfactorily

Student completes assessment satisfactorily

Student failing due to lack of effort or attendance (No medical Certificate)

Teacher discusses progress with student
Teacher makes a note on the permanent record and informs Year Level Coordinator/Guidance Officer/Head of Department
Permanent record entry here regarding warning to improve
Teacher makes Parent contact – Re-improvement

1 week
If student progress unsatisfactory

Teacher discusses lack of progress with student
Teacher makes a note on the permanent record including details of incompletion E.g., Subject, Date Due, What due e.g. Oral, written assignment, class work etc;
Information to Year Level Coordinator, Head of Department and Senior Schooling Teacher Aide
One week allowed to complete task

Principal informed – letter home
Note on permanent record

Student required to attend after school detention until work completed

Student attends till class teacher finds progress/assessment satisfactory. Senior Schooling Teacher Aide informed letter sent home of completion.

Student failing due to lack of effort or attendance (No medical Certificate)

Teacher discusses progress with student
Teacher makes a note on the permanent record and informs Year Level Coordinator/Guidance Officer/Head of Department
Permanent record entry here regarding warning to improve
Teacher makes Parent contact – Re-improvement

1 week
If student progress unsatisfactory

Teacher discusses lack of progress with student
Teacher makes a note on the permanent record including details of incompletion E.g., Subject, Date Due, What due e.g. Oral, written assignment, class work etc;
Information to Year Level Coordinator, Head of Department and Senior Schooling Teacher Aide
One week allowed to complete task

Principal informed – letter home
Note on permanent record

Student required to attend after school detention until work completed

Student attends till class teacher finds progress/assessment satisfactory. Senior Schooling Teacher Aide informed letter sent home of completion.

Teacher informs Senior Schooling Teacher Aide who sends letter of detention and informs Teacher, Head of Department, Principal

Student fails to attend

Cancellation of Enrolment process

Student fails to attend

Cancellation of Enrolment process
### SENIOR SUBJECT CHOICES 2016

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>AUTHORITY SUBJECT</th>
<th>AUTHORITY-REGISTERED SUBJECTS</th>
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<tbody>
<tr>
<td>ARTS</td>
<td>Dance</td>
<td>Visual Art Studies</td>
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<td>Drama</td>
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<td>Music</td>
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<td>Visual Art</td>
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<td>BUSINESS EDUCATION</td>
<td>Accounting</td>
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<td>English Communication</td>
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<td>HEALTH EDUCATION</td>
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<td>HOME ECONOMICS</td>
<td>Home Economics</td>
<td>Certificate III in Early Childhood and Care</td>
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<td>Certificate I &amp; II in Hospitality</td>
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<td>Certificate II in Tourism</td>
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<td>INDUSTRIAL TECHNOLOGY &amp; DESIGN</td>
<td>Graphics</td>
<td>Building and Construction Studies</td>
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<td>Engineering Studies</td>
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<td>LANGUAGE THAN OTHER ENGLISH</td>
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<td>MATHEMATICS</td>
<td>Mathematics A</td>
<td>Pre-Vocational Mathematics</td>
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<td>Biological Science</td>
<td>Aquatic Practices</td>
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<td>SOCIAL SCIENCE</td>
<td>Ancient History</td>
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**SPECIAL NOTE:** While every effort is made to ensure that students make informed choices and are offered a balanced range of subjects across the six lines, student numbers and other factors may still mean that a subject is not viable to operate. If this happens, the students concerned will be required to alter their initial choice.

**SUBJECT CHANGES AT THE END OF SEMESTER:** It may be possible to change a subject at the end of Semester 1 if a student has good reason. Students should be aware that this is not automatic. It also depends on space in the requested subject. Students should select their subjects very carefully.

**SPECIAL NOTE:** Senior Secondary Subjects have a fee which is reviewed annually.
AUTHORITY SUBJECTS
ACCOUNTING

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no prerequisites for this course although Business Principles would make Semester One much easier. **Students would need an A or B in Year 10 Maths to achieve in the subject.**

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Foundation Skills – Introduction to Accounting (General Journal, Ledger and Trial Balance including GST) and Financial Reports.
Recording and Controls of:
  - Cash
  - Accounts Receivable
  - Inventories
  - Non-current Assets
Electronic Business
Reporting and Decision Making:
  - Cash Budgeting
  - Managerial Decision Making
  - Statement of Cash Flows
  - Financial Reports and Ratios
Accounting Package (MYOB)
Elective Study of one of the following:
  - Understanding company reports
  - Personal financing and investing
  - Accounting for mining enterprises
  - Independent study e.g. forensic accounting.

At the conclusion of this course, students should have developed:
  - knowledge of accounting and its role in business
  - knowledge and understanding of the accounting procedures used by small business organisations
  - accounting skills and financial management to use later in their business, social and personal lives
  - practical accounting skills
  - awareness of social, ethical, legal and professional responsibilities in accounting.
  - efficient use of business computer applications e.g. spreadsheeting and MYOB
  - Internet skills, particularly in relation to understanding e-business and accessing web-sites and on-line databases for research purposes
  - word processing of reports
  - preparation and presentation of data show and multimedia presentations.

HOW ARE STUDENTS ASSESSED?
Students are assessed using varied techniques to provide an opportunity for all students to achieve.

Criteria
  - Knowledge & Procedural Practices
  - Interpretation and Evaluation
  - Applied Practical Processes

Practical tasks are assessed by mainly supervised tests or assignments in class time or open book assessment (e.g. MYOB).

Knowledge, interpretation and evaluation are assessed by multiple choice, short and long answers, response to stimulus, report writing, a research assignment and a presentation.

WHERE WILL THIS SUBJECT LEAD?
University: Degree courses in commerce or business and also Economics, Law and Information Technology. Many past students have successfully continued their study at CQU, James Cook, Griffith, QUT and UQ and are now employed in a range of positions locally and in other centres. Other past students have obtained traineeships with local accounting firms and are completing their degree part-time.

Dual degrees: A current trend is for universities to offer dual degrees with one degree Business e.g. Engineering/Business, IT/Business, greatly increasing employment opportunities and chances of advancement to administrative or managerial positions.

Employment: You will acquire skills which will be useful for employment and business if you want to defer, go into full time employment or travel.

NOTES:
ANCIENT HISTORY

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites for Senior Ancient History. However, a student should have achieved at least a C in Year 10 English and Year 10 History.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Ancient History focuses on the development of civilizations from the Sumerians to 400 AD – the emergence of the Roman Empire. This subject covers many interesting ancient civilisations and studies how they developed, how the societies were organised and important events and people. There is also an in-depth study of Archaeology as one of the tools of the ancient historian. Within the course, there is room for students to specialise in some areas of study.

Year 11 - Topics include:

SEMESTER 1
• Get down and dirty…find out about the nitty gritty processes of archaeology. Learn about specific archaeological sites, famous archaeologists and what we can interpret from human remains
• Who invented writing…the wheel…clock…maths? Find out when we focus on technology from the place labelled the ‘cradle of civilisation’.
• In our final topic this semester we’ll unravel the secrets of the mummy when we focus on the funerary practices of Ancient Egypt.

SEMESTER 2
• We will look at the glorious achievements of the Greeks from the military might of the Spartans to the cultural achievements of the Athenians.
• How great was Alexander? What impact did famous Greeks have on their society?

Year 12 – Topics include:

SEMESTER 3
Sometimes our politicians are accused of stabbing their opponents in the back; but their exploits would pale next to the political intrigues of their Ancient Roman counterparts. Our in-depth study of Ancient Rome explores the politics, personalities and the lives of everyday people.

SEMESTER 4
Civilisations have many commonalities. In class we’ll examine two – the roles of women and religion in society. Then we give you the opportunity to compare civilizations and explore your areas of interest.

HOW ARE STUDENTS ASSESSED?
Assessment in Ancient History is criteria based and is designed to enable students to demonstrate their range of abilities.

Students are required to complete three assessment tasks each semester. They may include:
• exam
• multi-modal presentation (oral)
• essay
• research assignment

WHERE WILL THIS SUBJECT LEAD?
This subject prepares the students for any further work requiring logical organised thought. It provides important information about how the modern world came to be and an understanding of human nature and behaviour. The skills developed in this subject would prepare the student for any Social Science based tertiary course. It also is valuable to anyone just simply interested in history and the ancient world. Possible careers that might lead on from this subject are historian, archaeologist, teacher, journalist, social worker, media and advertising and any other people based occupations.

NOTES:
BIOLOGICAL SCIENCE

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Due to the academic nature of this subject, to be successful in Biology, students require at least a ‘B’ in Science and a ‘C’ in Mathematics in Year 10 and should show a keen interest in science activities.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Biology is a Queensland Curriculum Assessment Authority Subject, which means it can be used to help a student gain entry into University courses. Biology is an academically demanding subject, but due to the nature of the subject, students often find the concepts easier to pick up than those in Physics and Chemistry.

In Biology, the major topics of study include:

YEAR 11
- Diversity of life – plants, animals, classification
- Cells & microscopy
- Human physiology – digestive, circulatory & muscular-skeletal systems

YEAR 12
- Ecology – studies of the interactions between organisms in the environment, with a focus on human impact.
- Reproduction – focus on human reproduction, growth & development
- Genetics & evolution – inheritance patterns, natural selection, fossil records & evolution.

HOW ARE STUDENTS ASSESSED?
Assessment in Biology over the two year course includes:

- Practical reports – usually as formative assessment.
- Extended Experimental Investigations – these will require very good planning and time management skills.
- Written tasks – such as exams, assignments and / or response to stimulus.
- Field reports – field work is a MANDATORY COMPONENT of studies in biology and students will be provided with opportunities to participate in various field experiences. Field reports will be expected on completion of the field work.

WHERE WILL THIS SUBJECT LEAD?
A study of Biology leads to a variety of Science related careers including:
- Biologist, Biomedical sciences, Biotechnology
- Environmental Science - Pollution Studies
- Medical fields - Medicine, Pharmacology, Nursing, Physiotherapy, Optometry,
- Animal Sciences - Aquaculture, Agriculture
- Horticulture
- Food Technology
- Natural Resources - Forestry, National Parks, Fisheries etc.
- Human Movement Science
- and many more options!

NOTES:
CHEMISTRY

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Due to the academic nature of this subject, to be successful in Chemistry students require at least a B in Science and a C+ in Mathematics in Year 10 and should show a keen interest in science.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
• To learn more about the chemicals that we use daily and work out why they behave in the way they do
• To study how the use of chemicals can affect the environment as well as its economic cost.
• How to select some chemicals in preference to others in different situations
• To be able to use a large range of laboratory equipment and chemicals skilfully, accurately and safely
• To develop an experimental approach to problem solving and decision making – very important lifelong skill
• To look further beyond the present scope of chemistry knowledge or skills in an attempt to solve present day problems

In Chemistry, the major topics of study include:

YEAR 11
• Using materials – Exploring the nature of materials used in everyday life and how materials can be manipulated in chemical reactions.
• Shipwrecks & salvage – Investigating the chemistry behind protecting ships from the harsh saline environment they are exposed to and how to protect shipwrecks from further corrosion and deterioration.
• Gases – The Atmosphere contains the gases directly involved in life processes and provides a physical environment in which living things can exist. These functions depend on the chemistry of these gases and on maintaining their natural balance.

YEAR 12
• Organic chemistry – Humans make extensive use of many organic compounds. From energy production to the manufacture of useful polymers, a lack of organic compounds in our lives would leave an incredible hole.
• Thermal energy – Investigating how the knowledge of energy considerations in chemical reactions and reaction mechanisms can be utilised by industry to maximise yield and minimise waste.
• Maintaining balance – Exploring equilibrium in chemical reactions.

WHERE WILL THIS SUBJECT LEAD?
A study of chemistry will help students to understand practical applications of science in everyday life as well as being a recommended subject for a large range of university science related courses.

A study of Chemistry leads to a variety of Science related careers including:
• Medical fields – Medicine, nursing, dentistry, pathology
• Laboratories – clinical laboratory processes
• Pharmacy
• Industrial chemistry
• Chemical engineering
• Forensic Science
• Environmental Science – Pollution Studies
• Sports science
• Hairdressing
• and many more options!

HOW ARE STUDENTS ASSESSED?
Assessment in Chemistry over the two year course includes:
• Research reports – may be presented as an oral or a written task.
• Extended Experimental Investigations – these will require very good planning and time management skills.
• Written tasks – such as exams, assignments and / or response to stimulus.

NOTES:
DANCE

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites to study Dance; however it would be beneficial if the student had completed the Junior Dance course in Years 9 & 10, as well as having a sound level of achievement in Junior English. Basic co-ordination is advisable.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The course aims to enable students to understand dance and gain skills in three key areas (below), through the study of a range of dance styles.

- **CHOREOGRAPHY** – students learn how to create a dance, by shaping and controlling dance components using a variety of choreographic processes
- **PERFORMANCE** – students develop practical, technical and expressive skills in dance in order to portray his/her interpretation of the intent of a dance.
- **APPRECIATION** – students develop their appreciation of dance, by responding to videoed and/or live (where possible) dance works and the application of dance knowledge and understanding in the analysis, interpretation and evaluation of dance in various contexts.

The course operates over 4 semesters and includes 6 units of work.

UNITS
**Courageous Companies** - studying the works of Australian companies and the personal or political statements portrayed.

**Magical Musical Theatre** - musical theatre dance styles of jazz, cabaret and tap

**Fun Film Clips** - a historical look at the use of dance in the popular media with a focus on Australian music

**So You Think You Can Dance**

**A Life on the Sea**

**Emotions** – using dance as a personal expression

HOW ARE STUDENTS ASSESSED?
Throughout the course, a variety of assessment techniques are applied to achieve an overall balance of the three key areas, Choreography, Performance and Appreciation. Hence for their review folio, a student will have:-
- 2 Choreography tasks (the student creates their own dance piece) – one of which must be individual
- 2 Performance tasks (the student performs a set dance piece) – one of which must be individual
- 2 Appreciation tasks – a written task under exam conditions and an extended written response.

ARE THERE ANY SPECIAL CONSIDERATIONS?
Students are encouraged to attend live performances with their class and participate in extracurricular activities in the performing arts area.

WHERE WILL THIS SUBJECT LEAD?
Dance is a two-year QCAA subject and therefore contributes to a student’s OP. Used for tertiary entrance, the study of dance adds another dimension to students' communication skills, enabling both self-realisation and self-expression to be developed. The study of Dance strengthens cultural awareness and develops culturally informed individuals who have the ability to become active participants in society and to contribute creatively to its advancement.

Through practical and theoretical work, students gain skills and abilities which enhance their employment potential. Individual and group work facilitate the development and expression of the individual physically, intellectually, socially and emotionally. Dance students may wish to pursue careers in dance performance or choreography, arts administration, early childhood, primary or secondary education, dance/movement therapy-rehabilitation, design, community arts, acting, drama or music.

NOTES:
**DRAMA**

**WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?**
Although no prerequisites exist for Drama, it is recommended that students have achieved at least a ‘C’ in Year 10 English. It is not essential to have completed Drama, but it would be advantageous.

**WHAT DO STUDENTS STUDY IN THIS SUBJECT?**
The course operates over 4 semesters and includes 8 units of work.

**TOPICS INCLUDE:**
- Collage Drama
- Physical Theatre
- Australian Drama
- Realism & Naturalism
- Theatre of the Absurd
- Theatre of Cruelty
- Epic Theatre
- Senior Production
- Design Concept

**HOW ARE STUDENTS ASSESSED?**
Students are assessed individually and as a part of a group, in a variety of written and practical tasks, over the three dimensions of Forming, Presenting and Responding.

*Forming Tasks* are designed to show student’s ability to communicate ideas and information that involve planning and organising activities, as well as collecting, analysing and organising information.

Examples of tasks in this dimension are scriptwriting, directing, improvisation and designing.

*Presenting Tasks* allow students to create, shape, present, and reflect on drama. Students perform a variety of dramatic styles and techniques, for an assorted number of purposes, to a range of audiences. Tasks in this dimension encompass individual or group polished performances of either scripted or student devised work.

*Responding Tasks* require students to communicate ideas and information, identify, analyse, synthesise and evaluate information to display an understanding of a given topic. Tasks in this dimension include seminars, reports, essays and reviews.

Solving problems underpins each objective, while the use of technology and use of mathematical skills and techniques supports student achievement of the objectives.

**WHERE WILL THIS SUBJECT LEAD?**
Drama is a QCAA subject; thus it contributes to the student’s OP, used for tertiary entrance. Therefore, students who are interested in pursuing a career in the Performing Arts area, such as performance, writing, directing, designing, backstage, or teaching, would have an obvious reason for choosing this subject. However, Drama is also advantageous for those seeking employment in industries outside of the Arts arena. Drama will strengthen and enrich confidence and communication skills, making it an essential component of any course in which students are preparing to work in law, media, public relations, human resources, social work or any other ‘people orientated’ professions.

**NOTES:**

Students will be expected to attend live theatre performances with their class and it would be advantageous for them to participate in extracurricular activities in the Performing Arts arena.
ENGLISH

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
It is recommended that students have a ‘C’ in Junior English if they are going to choose Senior English. English Communication offers an alternative course for those students who may have difficulty with the language demands of this QCAA course.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Students learn to use language in their everyday lives through participating in a variety of language activities involving reading, writing, listening, speaking and viewing. They are given opportunities to further develop their capacity to use language fluently, appropriately and effectively. English offers students worthwhile and practical language experiences, particularly in the areas of literature, drama and mass media.

The course examines the diversity of the English language, through the study of world literature, and the study of mass media such as film and television.

A sample course overview:

YEAR 11
SEMESTER 1
Term 1: Image and Influence: Study of Advertising and Film
Term 2: Australian Identity – Images of Australia through film, poetry, documentaries.

SEMESTER 2
Term 3: Novel gazing – literature study
Term 4: Voices from the Margins: Study of Short Stories

YEAR 12
SEMESTER 3
Term 1: Powerful Texts: Convince Me – Language of Argument and Persuasion
Term 2: The Power of Literature – literature study

SEMESTER 4
Term 3: Seeking Shakespeare – Shakespeare’s Plays (emphasis on the tragedies)
Term 4: A Classic Project – on classic texts

HOW ARE STUDENTS ASSESSED?
Students are assessed in a variety of forms, for a variety of audiences, in a variety of conditions over the course of each semester. These will include assignments completed at home, tasks undertaken in class with close monitoring, and unseen tasks completed under strict examination conditions. Students will be required to provide documentation that shows resources, human (e.g. teachers, family) and material (e.g. Internet, library text) accessed during production.

Students will complete a minimum of three (3) written pieces and two (2) oral pieces each year. Most of these are common tasks, which will be undertaken by all students in a year level; other tasks allow more freedom of choice through negotiation. At least one oral task will be taped. An exit rating is usually determined in Year 12 work.

NOTES:
GEOGRAPHY

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites for senior Geography as such; however, it is recommended that a student has achieved at least a 'C' in Year 10 English and at least a 'C+' in Year 10 History.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Senior Geography is designed to cater for the student who has an interest in the environment, whether it is the physical (natural) or the social environment (built-up areas).
The course consists of four separate units:

YEAR 11
1. Managing the Natural Environment – Every year we are aware of the ‘cyclone season’ along the Queensland coast. Will we or won’t we be ‘hit’ this year? This thought crosses our mind each year. What about other areas of the world? What natural hazards do they have to contend with? In this unit you will study the many different natural hazards around the world and learn how people have responded to these. How well do we cope? Did you know that we all live in a catchment? So what you might ask? Well, if we do not manage our catchment effectively, then we will not maintain the quality of life that we enjoy so much in Mackay and the Pioneer Valley. Study what a catchment is and how well we are managing our very own catchment. This will give you the opportunity to get out into the natural environment and carry out some field studies.

2. Social Environments – Why is it that most people in Australia like to live in cities? We are all social beings but what is wrong with rural Australia? How do we ensure that our cities are good places to live? How can we encourage people to live in rural areas? In this unit you will have the opportunity to find answers to questions like these. You will also gain a better understanding of what is happening in other areas of the world. There is also a unit about the importance of planning in our future cities so that many of the present problems can be addressed.

YEAR 12
3. People and Development – It is your generation that will be involved with the problems of the ‘have’ and ‘have nots’ nations. This unit studies how various countries have developed their economies and living standards. It addresses social, economic, political and environmental issues.

4. Resources and Environment – this is an age of decision making for the future; do we save all the forests? some? none! This unit seeks to identify the major areas of environmental conflict and supply sufficient information for you to reach informed decisions.

HOW ARE STUDENTS ASSESSED?
Assessment in Geography is designed to enable students to demonstrate their range of abilities. All assessment is criteria based. Students will be required to complete four (4) assessment tasks each semester. These items may be in the form of:
1. Practical exercises/Responses to stimulus
2. Assignments – written / oral
3. Tests – short answer/lengthy response
4. Field trips –
   ♦ Gooseponds: Catchment
   ♦ Brampton Island: Ecosystem
   ♦ Avoid Island (Extension): Turtle and turtle hatching research.

The short answer tests in Year 11 count towards exit of Year 12 – students need to pass all four tests to gain a pass at exit)

WHERE WILL THIS SUBJECT LEAD?
Senior Geography is a useful subject that is interesting to study and opens the way to many possible careers. Fields such as urban planning, development, real estate and environmental studies can be accessed through a Geographical background. Geography also provides a valuable preparation for issues that are becoming part of everyday life.

Specific Careers:
Mining Engineer, Park Ranger, School Teacher, Surveyor, Tour Guide, University Lecturer, Journalist, Pilot, Foreign Affairs Officer, Environmental Scientist, Town Planners and many, many more!

PLEASE NOTE: THIS SENIOR ELECTIVE IS SUBJECT TO THE NUMBER OF STUDENTS WHO ENROL TO DO GEOGRAPHY. IF THE CLASS CANNOT BE OFFERED AND STUDENTS STILL WISH TO SELECT GEOGRAPHY, ARRANGEMENTS CAN BE MADE THROUGH THE SCHOOL OF DISTANCE EDUCATION.

NOTES:
GRAPHICS

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students are required to have successfully completed Year 9 and Year 10 Graphics with a ‘C’ rating or better as a minimum standard.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Throughout the two year course of study students will engage in the design process to solve design problems in order to produce graphical solutions. These design problems are based around three areas of study:
- Built Environment
- Industrial Design
- Graphic Design

In producing graphical solutions students will primarily sketch and use Computer Aided Drafting, therefore a lot of the course content is taken up in developing the skills to communicate effectively through sketching and manipulating the appropriate computer programs.

Students will present their solutions in both 2-dimensional and 3-dimensioning viewing systems.

HOW ARE STUDENTS ASSESSED?
Assessment is an integral part of the Graphics program and is designed to enable students to demonstrate a broad range of achievement. Assessment is based on assignments in the three contextual units, as well as formal tests at the end of each semester.

Students’ exit level of achievement is based on the three criteria:
- Knowledge and understanding
- Analysis and application
- Synthesis and evaluation

Year 11 is regarded as formative assessment whereas Year 12 is summative assessment for calculation of Overall Position Tertiary Entrance Score.

WHERE WILL THIS SUBJECT LEAD?
Graphical Occupations Include:
- Architectural Designer
- Builder
- Cartographer
- Commercial Artist
- Design/Project Engineer
- Drafting Technician
- Electronic Media/Illustrator
- Engineering
- Environmental Designer
- Fashion/Textile Designer
- Fine Artist/Illustrator
- Geologist
- Graphic Designed (Publishing/Advertising)
- Industrial Designer
- Interior Designer
- Landscape Designer
- Mechanical/Electrical Designer
- Surveyor
- Technical Illustrator
- Technician
- Technology Teacher
- Town Planner

NOTES:
HOME ECONOMICS

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Although students do not have to have studied Home Economics subjects in Year 10, due to the lengthy written assignments and research undertaken in this subject a minimum of a ‘C’ standard in English is highly recommended.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Over the two years of study students will study the areas of Textiles and Fashion, Individuals, Families and Communities and Nutrition and Food.

The units are:
- Sustainable Textiles
- Sustainable Life
- Technology in Life
- Technology in Textiles

HOW ARE STUDENTS ASSESSED?
Home Economics uses an inquiry approach to investigate issues and design challenges that are related to individual and family well-being.

Students are assessed in three dimensions:
- Knowledge and understanding
- Reasoning and communicating processes
- Practical performance

Each semester it is be anticipated that students would complete the following assessment tasks:
- Written exam (90 mins)
- Research assignment (approximately 800 – 1000 words in Year 11; 1000 – 1500 words in Year 12)
- Practical tasks (practical food or textile design challenge)

ARE THERE ANY SPECIAL CONSIDERATIONS?
Students undertaking this subject must supply all practical material necessary to complete the courses e.g. weekly food requirements and textile items. Practical work is an integral part of the course. Failure to participate in this aspect will result in failure in this subject.

WHERE WILL THIS SUBJECT LEAD?
Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family well-being. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions. This subject will allow students to develop research skills and contribute to an OP.

SOME CAREER POSSIBILITIES:
- Food technologies
- Textiles chemist
- Nutritionist
- Dietician
- Fashion designer
- Food chemist
- Counselor
- Nurse

NOTES:
- Furniture restorer
- Home Economics teacher
- Interior Decorator
WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
The there are no pre-requisite year 8 to 10 subjects for IPT. However for students to successfully attempt this subject in Years 11 and 12, they need to have developed skills related to:

- Communication
- Solving problems
- Basic computer literacy.

Students can do IPT and ITS concurrently.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
IPT emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline. IPT is not a course in traditional computer programming.

IPT has the following topics:

ALGORITHMS
This topic explores the use of an algorithmic approach to problem solving.

SOFTWARE PROGRAMMING
This topic involves the study of the development of software. Students will gain some experience and skills in the design, development and evaluation of computer programs that solve practical problems or meet particular needs.

RELATIONAL INFORMATION SYSTEMS
This topic introduces a formal model for describing the architecture of information systems, presents methods for developing these systems, and allows students to implement these to produce working information systems.

STRUCTURED QUERY LANGUAGE
This topic introduces a formal query language Structured Query Language (SQL), for the manipulation of data within a database.

HUMAN–COMPUTER INTERACTION
The major aims of this topic are for students to:

- know about different types of interfaces and some fundamental terms used in the description of human–computer interaction
- understand that interfaces stand as layers (or ‘abstraction barriers’) to assist in the interaction between people and computers
- understand that interfaces should, at different times, be approached from different perspectives (e.g. user, designer, programmer, hardware engineer)
- appreciate the value of good interface design in effective human and computer interaction
- recognise the fundamental importance of user-centred design when building new interfaces
- elicit principles of good interface design to be incorporated in their own productions.

This topic is approached contextually within Information and intelligent systems and software and system engineering. Since most student productions in information systems and software engineering will involve interaction with people as clients, it is a topic that is returned to frequently.

SOCIAL AND ETHICAL ISSUES
The aim of this topic is to help students develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide. Many of the issues to be discussed in this topic are open to debate. Students should be able to collect information from a variety of sources, analyse it and use it as a basis to form opinions. Opinions need to be critically evaluated, compared with other opinions and expressed in a variety of ways. A true appreciation of the social and ethical issues will depend on knowledge gained from other sections of this course. This topic is integrated within Information and Intelligent Systems and Software and System Engineering.

INTELLIGENT SYSTEMS
This topic introduces a formal model to describe the architecture of intelligent systems, presents methods for the development of these systems, and allows students to implement these to produce working intelligent systems.

COMPUTER SYSTEMS
This topic explores how computers and computer systems are organised, designed, and implemented. An introductory study of how processors and memory may be configured to form different computer architectures is also examined. It is essential that the emphasis be placed on the system architecture rather than on the component level.

HOW ARE STUDENTS ASSESSED?
Student achievement is assessed on the basis of three criteria: Knowledge & Application, Analysis & Synthesis and Evaluation & Communication. Student responses to objective tests, writing tasks and projects are the principal sources of assessment.

WHERE WILL THIS SUBJECT LEAD?
The study of this course contributes in a significant way to students' general education no matter which career they ultimately choose. However students who follow Engineering, Business or pure IT studies along with the very popular combined Degrees that include Engineering, Business or IT are those who most benefit by the study of IPT.

NOTES:
INFORMATION TECHNOLOGY SYSTEMS

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisite Year 8 to 10 subjects for ITS. However for students to successfully attempt this subject in Years 11 and 12 they need to have developed skills related to:

- Communication
- Solving problems
- Basic computer literacy

Students can do ITS, IPT and ICT concurrently.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The course is designed to assist students prepare for some technology courses at university as well as develop technology skills in which students can use throughout their lives.

During the course work, students are introduced to a variety of situations and clients with individual requirements. Students are required to Design, Develop and Evaluate IT solutions for their clients.

Clients and students are brought face to face to give students the opportunities to meet all requirements of the course. Clients are sought to meet the following subject outline:

- Graphics Analysis and Design (for clients)
- Web Page Design and Development (for clients)
- Multimedia and Animation Design and Development (for clients)
- Video Production (planning and developing video podcasts etc. for clients)
- Multimedia Production (Year 12 Memories – DVD)

Information Technology Systems aims to:

- Develop students’ awareness and understanding of the concepts, practices and effects of information technology
- Equip students with problem-solving skills that allow them to design develop and evaluate solutions
- Develop students’ communication skills in order that they may comprehend and respond effectively to client needs using a variety of techniques and media
- Develop in students the ability to relate to clients on a business level
- Encourage students to think critically and purposefully about the uses of information technology
- Promote responsible, discriminating and competent use of information technology
- Foster personal development and social skills conducive to a concern for others, cooperation in the workplace and self-reliance.

HOW ARE STUDENTS ASSESSED?
Student achievement is assessed on the basis of three criteria:

- Knowledge and communication
- Design and development
- Implementation and evaluation.

Students’ assessment will be spread between objective tests, writing tasks and project work. It should be noted that the projects are computer based but the successful projects include considerable amounts of planning, documentation and design work. Projects require students to use the technology to plan, edit and develop working Multimedia projects at an industry standard.

WHERE WILL THIS SUBJECT LEAD?
It provides students with the opportunity to develop skills for related areas of employment seeking qualified information technology workers such as graphic designer, web designer, animator or film maker.

As a QCAA REGISTERED subject ITS will count towards the students’ OP. The topics covered will prepare students very well for tertiary studies in Multimedia, Graphic Design, and other associated IT degrees.

NOTES:
WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
You need to have achieved at least a ‘B’ in Year 10 Japanese to select this subject.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
In Japanese, the units covered in Year 11 will be:
- Student Exchange in Japan (Self-Introduction, Communication, Customs)
- Family Life and Celebrations (Customs In Australia and Japan, Holidays)
- Leisure and Fitness, Entertainment
- Social and Environmental Issues (Saving Water, Animal Protection, Bullying).

The units covered in Year 12 will be:
- Travel (Planning a Holiday, Accommodation, Transport)
- The Last Year at School (Driving License, The Formal)
- Plans for the Future

HOW ARE STUDENTS ASSESSED?
- Assessment in Japanese is designed for students to demonstrate their ability to communicate in Japanese with native speakers of Japanese.
- All assessment is criteria based.
- Each skill of listening, speaking, reading and writing will be tested during and/or at the end of each term.
- A profile of the student's performance will be built up over two years.

WHERE WILL THIS SUBJECT LEAD?
When you are able to communicate in a second language you have an advantage over others in many areas of employment as most employers know the work and dedication needed to master a foreign language.

Japan is also one of our major trading partners, and so people with Japanese as a second language would be an asset to any business, company, tour company, etc. There are also opportunities in education, media, telecommunications, scientific research etc. In this atmosphere of globalization that is sweeping the world it would be advantageous for Australia to have people with a second language to help break down the language and cultural barriers.

PLEASE NOTE: SUFFICIENT NUMBERS ARE REQUIRED TO CONDUCT A CLASS WITHIN THE SCHOOL. OTHERWISE LANGUAGE CLASSES WILL BE CONDUCTED THROUGH THE VIRTUAL SCHOOLING SERVICE WHERE POSSIBLE.

THE FEE OF APPROXIMATELY $30 IS TO BE PAID FOR ACCESS TO LANGUAGEPERFECT.COM. IT IS IMPORTANT THAT STUDENTS HAVE ACCESS TO THIS WEBSITE FOR REVISION AND HOMEWORK PURPOSES.
LEGAL STUDIES

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites for senior Legal Studies; however it is highly recommended that a student achieved at least a ‘C’ in Year 10 English and Year 10 History.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
A graduate of Legal Studies is an informed citizen. Legal Studies equips students with ‘real-life’ knowledge and skills that can be utilized beyond the classroom and in the real world. Rather than acquire a detailed knowledge of the law, students will study a variety of current legal issues arising out of common social situations and community matters.

Topics in the course include:
- The Legal System
- Crime and Society
- Civil Wrongs (Torts)
- Agreements
- The Family
- Human Rights; International law
- Independent Research Studies

In undertaking these topics, students will be involved in a variety of learning experiences including case studies, mock trials, debates, moots, discussions, interviews and polls, community investigations, the ‘North Law’ Brisbane tour, statistical analyses and guest speakers. Students will also have the opportunity to participate in extracurricular activities including legal speaking competitions and Law Week activities.

HOW ARE STUDENTS ASSESSED?
A wide range of assessment techniques is implemented across three criteria. These criteria include knowing and understanding the law, investigating legal issues, responding to the law.

Assessment techniques used include short response tests, responses to stimulus, real or simulated problem solving, seminar and media presentations as well as reports on field experiences.

WHERE WILL THIS SUBJECT LEAD?
As a subject, Legal Studies provides students with basic legal knowledge and awareness of the range of regulatory rules (laws) and the empowering procedures for students’ contribution to and participation in responsible citizenship.

Legal Studies offers a solid background to university courses and careers concerning all aspects of the legal profession. The research, essay writing and critical thinking skills taught will also be useful for a wide range of tertiary courses, particularly those in the humanities field.

- Specific Careers
  - Police – Federal & State
  - Lawyer, Barrister
  - Law clerk
  - Politics

NOTES:
- Forensic Scientist
- Customs Officer
- Criminologist
- Journalist
- Many Public Service careers
MARINE SCIENCE

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
In order to be successful in this subject, students must achieve at least a ‘C’ in both Science (preferably a “B”) and Mathematics at Year 10 and display an interest in the ocean and a willingness to participate in a wide range of marine activities (including water activities in the ocean).

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Marine Science is a course designed for academically able students who would like to study marine science with the additional benefit of instruction in practical skills. Being a QCAA subject it will contribute towards an OP result.

The aim of Marine Science is to develop the following knowledge, understanding and skills related to our maritime interests and environment:
- an awareness of the usefulness and value of the sea and coastal zones; and the need for wise management of the marine environment.
- a competence in basic maritime skills including snorkelling and boating.
- fieldwork activities in marine environments.
- development of positive attitudes and values about our maritime interests and environment.

In Marine Science, the major topics of study include:

YEAR 11
- What lies beneath?
  Develop an understanding of the ocean realm and focus on the structure and biology of coral reef ecosystems.
- What is the future of fisheries?
  Review fisheries industries and the future sustainability of current fishing methods. Highlights the impacts of fisheries on the marine environment.
- Changing Oceans, Changing Coasts
  Evaluate ocean changes such as marine pollution, coral bleaching, the effects of sediment, dredging and introduced pests.
  Perform a field investigation to investigate coastal changes due to processes such as erosion and review changes caused by coastal engineering projects.

YEAR 12 (See a subject teacher for more details)
- Life on coasts (Sem. 1 & 2)
- Managing the Great Barrier Reef (Sem. 3 & 4)

HOW ARE STUDENTS ASSESSED?
Assessment in Marine Science over the two year course includes:
- Supervised Exams
- Extended Marine Investigations
- Research Assignments

ARE THERE ANY SPECIAL CONSIDERATIONS?
To give access to the marine environment the course requires activities such as snorkelling, boating, reef trip and fieldwork days in local marine environments. In Year 12 students are able to obtain their boat license through this subject.

This access can be costly and is not included in school fees. The approximate costs of these excursions and activities are outlined below.

Year 11
- Snorkelling reef trip ($120) - Term 1
- Local beaches fieldwork $40 - Term 3/4

Year 12
- Boating - Practical - Term 1 $45
- Boating fieldwork – Term 2 $45
- Mackay & Whitsundays trip Term 3/4 $130

WHERE WILL THIS SUBJECT LEAD?
Marine Science offers students the opportunity to develop awareness and understanding of these aspects of the marine environment, which will play an important part in their lives, be it in a recreational or an occupational capacity. Marine Science can lead on to career paths in a variety of related industries including:
- Fisheries Industries
- Government Department roles – Boating and Fisheries, Environmental Protection Agency, Customs
- Marine Park and Coastal management
- Oil & natural gas companies
- Port Logistics
- Boat mechanic, Boat skipper, Marine Pilot
- Recreational fishing
- Hydrographical surveying
- Marine tourism industry

NOTES:
MATHEMATICS A

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
A student who wishes to take Maths A in Years 11 and 12 would need to achieve a minimum of ‘C’ in 10 Mathematics (core).

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Mathematics A consists of core and extension topics.

The Core Topics are:
- Managing Money I and II: bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets, earnings and awards, depreciation
- Elements of Applied Geometry: simple trigonometry, area and volume, latitude, longitude and time zones
- Data Collection and Presentation: graphical and tabular presentations, simple methods for describing and summarising data
- Linking Two and Three Dimensions: scale drawings and plans, estimation of quantities and costing
- Maps and Compasses involving either: Navigation or Land Measurement practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
- Exploring and Understanding Data: simple probability, interpretation of reports in the media, exploring relationships.

The Extension Topic is:
Linear Programming: a method of finding the optimum solution to real world problems.
OR
Networking and Queuing: investigating service times at checkouts, finding shortest path between places.

HOW ARE STUDENTS ASSESSED?
Each semester students will undertake a Mid and End Semester written supervised test which will account for the majority of the assessment for the semester. Students will also be required to undertake one assessment item each semester which will require out of class time and may require them to solve an extended problem, construct models, use computer software and graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

ARE THERE ANY SPECIAL CONSIDERATIONS?
What other Maths Subjects can I take?
You can study Mathematics A by itself without taking any other Mathematics Subject
OR
You can study Mathematics A and also study Mathematics B.

WHERE WILL THIS SUBJECT LEAD?
Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:
- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials

In Mathematics A, the skills needed to make decisions, which affect students’ everyday lives, are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The subject does satisfy entry requirements into certain University and TAFE courses; however, students are advised to check these details carefully with the Guidance Officer or the relevant institution.

NOTES:
MATHEMATICS B

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
A student who wishes to take Maths B in Years 11 and 12 would need to achieve a minimum of a ‘B’ in 10 A Extension Mathematics.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The topics to be studied include:

- **Functions and Their Applications** – linear, quadratics, trigonometric, periodic, exponential and logarithmic
- **Introduction to Calculus and its Application** – instantaneous and average rates of change, differentiation, integration and optimisation
- **Financial Mathematics** – simple and compound interest, effective and nominal interest rates, annuities, budgeting
- **Applied Statistical Analysis** – stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference

HOW ARE STUDENTS ASSESSED?
Each semester students will undertake a Mid and End Semester written supervised test which will account for the majority of the assessment for the semester. Students will also be required to undertake a minimum of one assessment item each semester which will require out of class time. This may require them to solve an extended problem, construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

ARE THERE ANY SPECIAL CONSIDERATIONS?

- **What other Mathematics subjects can I take?**
  - You can study Mathematics B by itself without taking any other mathematics subject
  - OR
  - You can study Mathematics B and also study one of either – Mathematics A or Mathematics C.

- **Students will require a graphics calculator (at present a TI n-spire CAS – approximately $188). This type of calculator is currently in common use in many university courses.**

WHERE WILL THIS SUBJECT LEAD?
Students who are capable of doing Maths B are encouraged to do so as it will enable them to keep their choices of future career as open as possible.

Students who want to keep the pathway to the following careers should seriously consider taking Maths B in Years 11 & 12:

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component of effective participation in a rapidly changing society.

In Mathematics B, advanced mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling situations in order to explore, describe and understand the world’s social, biological and physical environment.

The subject is required as a pre-requisite for many University courses, and many other University and TAFE courses strongly recommend students study this subject before undertaking their courses. Students are advised to check these details carefully with the Guidance Officer or the relevant institution.

Mathematics B is designed to raise the students’ competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled work force.

Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and application in life-related contexts.

NOTES:
MATHEMATICS C

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
A student who wishes to take Maths C in Years 11 and 12 would need to achieve a minimum of ‘B’ in 10 A Extension Mathematics.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six Core topics and a minimum of two complete Option topics.

The Core Topics are:
- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Further Calculus
- Structures and Patterns

The school will choose the following options: Conics and Dynamics.

HOW ARE STUDENTS ASSESSED?
Each semester students will undertake a Mid and End Semester written supervised test which will account for the majority of the assessment for the semester. Students will also be required to undertake a minimum of one assessment item each semester which will require out of class time. This may require them to solve an extended problem, construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

ARE THERE ANY SPECIAL CONSIDERATIONS?
♦ You must also study Mathematics B if you are going to take this subject.

WHERE WILL THIS SUBJECT LEAD?
Maths C is about the same difficulty level as Maths B, and has the benefit of some overlap of material with Maths B and Physics. Although Universities do not list Maths C as prerequisite to some courses, students who have completed Maths C have reported back to our school of the clear advantage they have over others who have only done Maths B, particularly in their first years of post-graduate study.

Students who want to keep the pathway to the following careers should seriously consider taking Maths C in Years 11 & 12:
- Architect, Auditor, Biological Scientist, Civil Engineer, Computer Programmer, Doctor, Electronics Engineer, Industrial Engineer, Marine Scientist, Mathematics Teacher, Mechanical Engineer, Medical Scientist, Metallurgist, Microbiologist, Mine Surveyor, Optometrist, Pharmacist, Physiologist, Pilot, Radiologist, Ships’ Officer, Systems Analyst, Town Planner, Actuary, Aerospace Engineer, Agricultural Scientist, Astronomer, Biochemist, Biophysicist, Chemical Engineer, Chemist, Defence Force Officer, Securities Dealer, Geophysicist, Meteorologist, Radiation Therapist, Statistician, Mathematician, Cryptologist and many others.

Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

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

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

This subject is required as a pre-requisite for some university courses in particular, Engineering, and it is strongly recommended by many others. Students are advised to check these details carefully with the Guidance Officer or the relevant institution.

NOTES:
MODERN HISTORY

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites for senior Modern History; however a student should have achieved at least a ‘C’ in Year 10 English and Year 10 History.

WHAT IS MODERN HISTORY?
Modern History focuses on the period between 1789 and society of today, with an emphasis on 20th Century developments. The course is designed to be a living history experience, whereby students are able to relate current world issues to the historical events that have shaped our contemporary society.

The practical nature of this course is demonstrated through the ongoing ‘Lest We Forget’ History Project, which involves excursions to Thailand, Gallipoli and France. Further excursions are planned for future years.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The topics studied in Modern History include a variety of interesting & relevant themes that will provide a comprehensive understanding of contemporary world events & current issues.

The major themes and inquiry topics in Modern History studied over the 2 year course will be:

The History of Ideas & Beliefs
Topics include:
- The French Revolution and the development of the ideas of freedom & national pride.
- Nazi Germany/Anti-Semitism & the Jewish Holocaust.
- Extreme ideals (fundamentalism) & terrorism in the world today.

Studies of Power
Topics include:
- The Nature of racism & ethnocentrism.
- Racial & ethnic tensions throughout the 20th Century.
- Apartheid in South Africa / the Killing Fields of Cambodia.

‘We Will Remember Them’
Topics include: ‘Lest We Forget’ – Australia in war & the legacy of commemoration & respect
- The role played by women in Australia’s war history

The Study of Social History
Topics include:
- ‘Through Someone Else’s Eyes’ – personal perspectives of History
- The role of the individual in History – research based inquiry study

WHAT SKILLS WILL STUDENTS LEARN?
The Modern History course teaches students to think critically and to present their thoughts in a logical manner through a variety of written & non-written formats.

Both class work and assessment is designed to develop specific skills across the following areas:
- Formulating & defending historical arguments.
- In-depth research using a wide variety of sources.
- Presenting research in a variety of non-written formats e.g. seminars.
- Critical evaluation of issues/sources/documents.
- Drafting & writing well organised essays or assignments.

By the end of the 2 year course, students will have been exposed to skills that will be highly beneficial for university study.

HOW ARE STUDENTS ASSESSED?
Students will be required to complete three assessment tasks each semester. These will include:
- written research assignments.
- short answer exams.
- response to stimulus exams.
- exam essays.
- multimedia oral presentations.

WHERE WILL THIS SUBJECT LEAD?
Studies in numerous tertiary courses and professions are greatly aided by knowledge of Modern History and the skills developed through its study.

Modern History provides a firm educational and skills basis for careers such as teaching, foreign affairs, public service, journalism, tourism, law, public relations.

NOTES:
**MUSIC**

**WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?**
The students best prepared for the course are those who have studied Music in Years 9 and 10, but also, students who are studying practical music and theory privately handle the senior course very successfully. It is quite possible to enter Year 11 music having only completed Year 8 music, but students must be prepared to work very hard (particularly in Semester I) to catch up. Students in the school instrumental program are strongly advised to choose classroom music.

**WHAT DO STUDENTS STUDY IN THIS SUBJECT?**
The course aims to enable students to understand music and gain skills in three areas:
(a) analysing music (being able to discuss, read and notate music) and aural musicianship (becoming better informed and more aware as listeners)
(b) composition/arranging
(c) performance (playing/singing)

The course covers a diverse range of styles and periods including pop/rock music, folk music, music of TV and films, jazz, electronic and computer music.

The emphasis is on ‘hands-on’ experience – listening to and playing the music rather than applying rules and researching historical topics.

**YEAR 11/12 – TOPICS INCLUDE:**

Instrumental Music – popular, jazz, rock, non-western, classical, early childhood
Music in the Theatre – musicals, rock opera, musical comedy
Movie Music – how music is used to fulfil dramatic purpose in a variety of movies
Music of our Time – contemporary styles of art and popular music
Song writing – types of songs, voices, the song writing process, early childhood songs
Music in Australia – latest trends

**HOW ARE STUDENTS ASSESSED?**
Each year a variety of assessment techniques is applied in each of the three mandatory areas. Hence a student will have:
(a) 2 composition/arrangement tasks
(b) 2 performance tasks – own choice
(c) 1 written test
(d) 1 extended response

**ARE THERE ANY SPECIAL CONSIDERATIONS?**
Students will be encouraged to attend live music performances.

**WHERE WILL THIS SUBJECT LEAD?**
Used for tertiary entrance, the study of senior music can lead to a wide variety of job opportunities. Students contemplating a career in early childhood/ kindergarten/primary teaching need some background in music, and of course for secondary/instrumental music specialists, senior music is mandatory. Music enables students to develop in many ways – as students mostly work in an ensemble situation, co-operation, communication and ensemble performance skills are all most important. Practical aspects provide an artistic outlet and aid co-ordination.

**NOTES:**
**PHYSICAL EDUCATION**

**WHAT IS PHYSICAL EDUCATION?**
Physical Education involves students learning in, about and through physical activity. Students study four physical activities over the course with equal time given to each activity. As they participate, related theoretical aspects are covered leading to students applying these concepts to the activity, and then reflecting and evaluating the outcomes.

**WHAT DO STUDENTS STUDY IN THIS SUBJECT?**

**TERM 1**

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Related Theory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Swimming</td>
<td>Energy Systems and Training Principles</td>
</tr>
</tbody>
</table>

**TERM 2**

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Related Theory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Football</td>
<td>Sociology: factors affecting participation in sport</td>
</tr>
</tbody>
</table>

**TERM 3**

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Related Theory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>Biomechanics</td>
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</tbody>
</table>

**TERM 4**

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Related Theory Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>Skill acquisition and learning</td>
</tr>
</tbody>
</table>

Year 11 sees students introduced to these activities and topics. A more detailed and in-depth approach is made in Year 12.

**HOW ARE STUDENTS ASSESSED?**
- Students are assessed every term by examining their physical performance and a written task.
- All assessment is criteria based
- All assessment requires students to examine their own performance and reflect upon this explaining their performance using relevant theory covered.
- Assessment is designed to allow for personal reflection to justify theory learnt.

**WHERE WILL THIS SUBJECT LEAD?**
Physical Education opens the door to many career directions including –
- Sports study
- Physical education teaching
- Sports trainer
- Sports Psychology
- Human Movement study
- Fitness leader
- Coaching
- Physiotherapy
- Recreational Officer
- Sports Development officer

It is recommended that students who study Physical Education have an interest in sport and the many different influences upon performance. Physical Education offers an opportunity to examine your own performance and develop strategies and plan to improve. You will learn about what motivates you, influences you and ultimately what makes you a skilled performer.

**WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?**
Students should have an interest in sport and an enjoyment of being outside. Students need not be familiar with the sports studied but simply an interest to learn new skills and develop into a skilled performer.

**PREREQUISITES:**
Students intending to select Physical Education in Year 11 should be attaining a “B” or higher in English and Physical Education in Year 10. This is because of the higher theory and practical requirements of the senior course. The selection of Physical Education by non OP eligible students is not recommended.

**NOTES:**
PHYSICS

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Due to the academic nature of this subject, in order to be successful in Physics students need to have achieved an ‘A’ or ‘B’ in Junior Science and Mathematics.

WHAT DO THE STUDENTS STUDY IN THIS SUBJECT?
In Physics the major topics of study include:

- **Sports Physics** – the mechanics of motion, kinematics, dynamics and the ideas of momentum, energy and power, and the efficient use of the human body and of sports equipment.

- **Multimedia (Sound)** – the nature of sound and the interplay between observation and theory. Of special interest will be the operation of transducers like loudspeakers, quartz crystals, ceramic and magnetic phonograph pickups.

- **Multimedia (Light)** – the nature of light and the interplay between observation and theory. Of special interest will be how light is used to communicate around the globe and to record large amounts of data on disks.

- **DC Laws** – development of our understanding of Direct Current Circuits, whose elements include batteries, resistors, and capacitors and the interplay between observation and theory.

- **Power Supply and Consumption** – In this unit students will study the methods of electricity generation both natural and mechanical.

- **Cars – Speed and safety** – vehicle & tyre design with relation to motion and safety

- **Medical Physics** – the physics behind a number of medical situations gaining further insight into the broad applications of physics in the real world. From the mechanics of breaking and setting bones, to the waves and optics of diagnosis and imaging and the treatments offered by nuclear medicine.

- **Electronics** – In this unit, circuits found in electronic devices like DVDs, digital cameras and mobile phones are studied.

HOW ARE STUDENTS ASSESSED?
- Assessment in Physics over the two year course includes:
  - **Research reports** – may be presented as an oral or a written tasks.
  - **Extended Experimental Investigations** – these will require very good planning and time management skills.
  - **Written tasks** – such as exams, assignments and / or response to stimulus.

WHERE WILL THIS SUBJECT LEAD?
Physics is either a prerequisite or recommended subject in many courses including:
- Engineering
- Surveying
- Aviation
- Electronics
- Human Movements
- Occupational Therapy
- Optometry
- Health Related Fields
- Physiotherapy
- and many more options

NOTES:
- It is strongly advised that students selecting Physics also select Mathematics B, as the subjects support each other.
WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
In order to be successful in Science 21, students need to have achieved at least a ‘C’ in Junior Science and have displayed a keen general interest in science, working as a team and being reliable.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
If students choose Science 21 and wish to take on more science subjects, they may only choose 2 other senior science subjects on offer.

The course content has been selected with the general view of developing the students’ awareness and understanding of many different scientific areas. It is hoped that students completing this course will be able to make informed decisions concerning science and technology in today’s society.

In Science 21, the major topics of study include:

- **Chemistry** – basic chemistry applied to natural resources, commonly used items and horticulture.
- **Biology** – basic cell theory and genetic theory applied to the natural environment e.g. freshwater ecosystems, horticulture & diseases.
- **Geology** – geological principles applied to the structure of the earth, its resources and comparison with other planetary bodies.
- **Energy** – why energy measurements are important and how they can be used in determining forces on objects and the motion of objects. Ways of harnessing energy for practical purposes and how it drives our natural systems.
- **Forensic Science** – how different areas of forensics are used within the judicial system
- **Technology** – using technology to help understand each of the above and investigating how it is changing with time.

HOW ARE STUDENTS ASSESSED?
A variety of assessment techniques will be used over the duration of the course. Assessment in Science 21 over the two year course will include:

- written tests – usually at the end of each term / semester
- written assignments.
- orals associated with particular assignments
- response to stimulus essays
- log books detailing progress on particular tasks.

ARE THERE ANY SPECIAL CONSIDERATIONS?
If students choose Science 21 and wish to take on more science subjects, they may only choose 2 other senior science subjects on offer.

WHERE WILL THIS SUBJECT LEAD?
As Science 21 is a general science subject, it provides students with experiences across a variety of strands in science.

Many trades or employment opportunities require some form of science to have been studied and because of the excellent processing, reasoning and analytical skills being developed in this course, Science 21 provides an excellent option for those students not wanting to specialise in a traditional strand of science.

NOTES:
STUDY OF SOCIETY

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites for Senior Study of Society.

It is recommended that a student achieved at least a ‘C’ in Year 10 English and Year 10 History.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Study of Society provides students with an understanding of human behaviour and social organisation. It touches on sociology, psychology, anthropology, philosophy and government institutions.

Topics covered are:

YEAR 11
Semester 1
What shapes the individual? – Examining the processes of socialization of the individual
Ever wonder why you are the way you are? Is it nature – what you inherit from your parents, or is it the environment that you are exposed to?
Studies in the areas of deprivation, physical/psychological needs, agents of socialisation, social deviance, group/crowd behaviour, adolescence and personality development will attempt to answer that question.
Identify relevant theorists.

Semester 2
How is social behaviour viewed?
After looking specifically at the individual and their behaviour in Semester 1, Semester 2 explores how this individual interacts with those around him/her. How do we develop our view of the world – values, beliefs, attitudes, cultural differences/similarities, discrimination/racism, examples past/present of how cultures/individuals interact positively/negatively?

YEAR 12
Semester 3
Who gets what and why?
The focus here is on our social environment, the environment in which we live. Society places individuals/groups into certain social classes i.e. upper/lower class and with that come differences in status, power, and prestige. We explore the reasons behind this and conduct a major sociological research project on a chosen issue that relates to class differences and social inequality.

Semester 4
Who is in control?
People determine/influence the world in which we live. Some have more influence than others. In this semester we look at Australia’s political and legal system, the values and beliefs that drive it, and explore the concepts of democracy and the link between political and legal systems. We address the inequalities of power and influence, analysing how pressure groups act to bring about change. A focus on human rights/organisations is used to show how people/individuals can bring about change.

HOW ARE STUDENTS ASSESSED?
Each semester requires two or three of the following assessment items: short response exam, essay exam, research assignment, response to stimulus exam and a seminar presentation.

WHERE WILL THIS SUBJECT LEAD?
Study of Society opens the door to many career directions including – social work, psychology, teaching/child care, marketing, advertising, nursing, public relations, anthropology. It provides a valuable insight into life in general.

NOTES:
TECHNOLOGY STUDIES

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?

Students should possess a ‘C+’ rating or better in Maths, Science, English, and preferably Graphics and AMD.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?

Technology Studies requires students to address ‘design situations’ where a solution to a problem is desired. Students will design, engineer and produce innovative and creative products or prototypes to meet the required needs of the specific ‘design situation’. In Technology Studies these products encompass physical artefacts, processes, systems and environments.

The subject requires students to:

- Identify and analyse needs, wants or opportunities associated with a design situation.
- Devise or implement plans or strategies to solve design problems.
- Respond to design tasks by investigating, considering and selecting resources and strategies that may resolve the design situations.
- Produce creative responses in the form of innovative engineered products, prototypes or models.
- Evaluate the outcomes, impacts and outputs of their design responses.

ARE THERE ANY SPECIAL CONSIDERATIONS?

Given the scope and size of the design situations that students are required to undertake, and the use of design folios with a focus on the visualisation and reasoning of design ideas, students are expected to invest considerable extra-curricular time when working on folios and projects.

WHAT ARE THE AIMS OF THE SUBJECT?

Technology Studies aims to provide opportunities for our students to experience the manufactured world in which we live from the perspective of those who design the products. Society uses these products to meet all manner of scenarios that arise in everyday life.

It is a subject that encourages our students to use their acquired knowledge and the application of available resources, systems and practices to solve design problems. This is achieved through the immersion of the students in inquiry, design and problem identification and solving methodologies.

Technology Studies is responsive to current and emerging economic, industrial, social and technological changes and offers students with a variety of perspectives and depth of study orientated towards work, training and tertiary pathways.

WHERE WILL THIS SUBJECT LEAD?

This course aims to provide students with multiple pathways after the completion of Year 12 and it contributes to the calculation of a student’s Overall Position score (OP). The subject also aims to prepare students for careers in, for example, the construction and associated service professions; Industrial and Product Design, Architecture, Surveying, Interior and Furniture Design, Engineering in the following areas; Mechanical, Naval, Automotive, Aeronautical, Electrical and Electronics, Environmental Engineering and Design as well as Manufacturing Design. Other career paths possible may include Industrial Technology and Design Teaching, Vocational and Adult education as well as a variety of trade areas Construction, Engineering and Manufacturing, Plastics, Automotive and Boatbuilding.

NOTES:
VISUAL ART

Visual Art is an Authority Subject and will contribute towards an O.P.

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students require Year 10 Art, Applied Art or Drawing, with at least a ‘B’ rating for English. Students who are creative, love art and paint, draw or independently create their own artworks would suit this subject. Having a keen interest and a good general knowledge is a must.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Year 11 consists of three units based on artistic concepts or themes: Exteriors, Habitats and Artist as Messenger.

Students create a body of work for each unit. They explore using a variety of materials and create artworks with meaning linked to the chosen concept.

Theoretical work takes the form of written assignments or essays, analysing artworks and researching into their historical & cultural contexts (backgrounds/settings).

Year 12 students are encouraged to develop their own personal style based on two different concepts (Expressions, Existence and Own Choice). They may choose any given media that best suits their ideas.

The senior students' finale is a public exhibition at the Mackay City Library, usually held in late October to showcase their talents and give them a professional experience.

As independent research and artwork are undertaken in Year 12, a keen commitment to work is needed to achieve good results, and qualify for further study in Art at TAFE or University.

HOW ARE STUDENTS ASSESSED?
Visual Art is a combination of practical activities and theory work – (70% practical; 30% theory). For each unit or concept, a body of practical work is submitted, as well as a visual diary, documenting the design process. The visual diary clearly documents the research, development and resolution of their ideas and reflects on their progress and decisions. Once per unit or concept, students also complete an essay. Year 11: 600–1000 words, Year 12: 1000–1200 words.

ARE THERE ANY SPECIAL CONSIDERATIONS?
Students should be achieving a ‘B’ or better in their English class, since 40% of the art course is theory and research.

As the practical component demands continuous effort, students should expect to put in at least 3 or more hours at home per week.

WHERE WILL THIS SUBJECT LEAD?
If you plan to study visual arts or design at university level, you will need both an art folio and an OP set at a level determined by the University for entrance. Many TAFE colleges also require an art folio for further studies. At tertiary level, Art opens the door to many career options including that of artist, art historian, museum curator, art teacher, interior designer, set designer, architect, graphic artist, photographer, and cinematographer. Art is also helpful to studies in primary school teaching, hairdressing, sign writing, floristry, jewellery design, and make-up artist. To pursue art as a leisure interest only in the future, choosing Visual Arts Studies (NON-OP School Based) in Year Eleven would be a better option.

NOTES:
AUTHORITY REGISTERED SCHOOL SUBJECTS
**AQUATIC PRACTICES**

**WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?**
This subject is a QSA registered school subject and is designed for students who display a keen interest in the ocean or wish to develop a range of marine skills and knowledge. This subject is popular with students who are focused on a trade or non-tertiary career path.

The Aquatic Practices course is designed to develop knowledge, work related practices, skills and attitudes associated with the sea for recreational activities or future employment.

**WHAT DO STUDENTS STUDY IN THIS SUBJECT?**
Students study topics related to the marine environment, recreational activities and commercial marine industries.

The majority of work in this subject is classroom work, but with some practical elements.

The practical activities are part of the course requirements, therefore students who are not willing to involve themselves in snorkelling, boating and other practical activities should not enrol in the course. Some of these activities occur outside of the school grounds and involve costs for bus transport etc.

<table>
<thead>
<tr>
<th>Year 11 - Semester 1</th>
<th>Year 11 - Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Reef life</td>
<td>Coasts and Oceans</td>
</tr>
<tr>
<td>Marine Pests &amp; Threats</td>
<td>The Future of Fisheries</td>
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<tr>
<th>Year 12 - Semester 3</th>
<th>Year 12 – Semester 4</th>
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<tbody>
<tr>
<td>Survival at Sea</td>
<td>Food from the sea</td>
</tr>
<tr>
<td>Recreational Power Boating</td>
<td>Marine Industries and Employment</td>
</tr>
</tbody>
</table>

**WHERE WILL THIS SUBJECT LEAD?**
Recreational skills that can be used in activities in our local marine environment are developed and enhanced in this subject. Marine related knowledge and skills may lead to possible careers in Maritime Industries such as the Fishing Industry, Marine Tourism Industry, Aquaculture Industry, Retail Marine / Boat sales or Port Operations.

Students have an opportunity to achieve their Queensland Transport Power Boating license through this course.

This course should only be undertaken by students who have a genuine interest in the ocean and marine activities.

**NOTES:**

**Year 11**
- Reef Life
- Marine Pests & Threats

**Year 12**
- Survival at Sea
- Recreational Power Boating

**HOW ARE STUDENTS ASSESSED?**
Students will be assessed using the following techniques:

- End of Term exams
- Fieldwork Tasks
- Research Assignments
- Power Point projects

**ARE THERE ANY SPECIAL CONSIDERATIONS?**
To give access to the marine environment the course requires a large amount of time spent out of school for example snorkelling reef trip or boating. **This can be expensive.** The approximate cost of these is as outlined below.

**Year 11**
- Snorkelling Reef trip (approx. $130) – Term 1
- Harbour or coastal excursion (approx. $20) – Term 3

**Year 12**
- Boating - Two Days Practical powerboating
  – Full Boat License ($85)
  – Boating practical days only; no license ($45)
- Building a fishing rod ($55) – optional

Year 11 and 12 Subjects 67
BUSINESS STUDIES - BSB20112 CERTIFICATE II IN BUSINESS

WHAT BACKGROUND IS REQUIRED FOR THIS SUBJECT?
No specific skills but knowledge of the keyboard and basic bookkeeping would be an advantage.

RPL (Recognition of Prior Learning) is considered and exemptions from some competencies may be possible.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Students will do most of their work on the computer using a variety of software packages.

In the course of their studies, students will collect, analyse, organise information, individually and in teams, particularly in the performance of practical tasks. They will plan and organise activities, and will have opportunities to propose and implement solutions to business-related situations. They will be involved in communicating ideas, information and opinions in a variety of formats for a variety of audiences. As part of their learning and classroom experiences, students will have opportunities to employ mathematical skills, and will be continuously involved in using technologies relating to business.

Students will study a variety of topics enabling them to achieve Certificate II in Business (BSB20112). To achieve the qualification, students must achieve competence in the core unit, and in 11 other units. This is a two year course.

COURSE ORGANISATION

<table>
<thead>
<tr>
<th>Certificate II in Business (BSB20112)</th>
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<tr>
<td>Core Competency</td>
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<td>Elective Competencies</td>
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<td>BSBITU201A</td>
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<td>BSBWOR202A</td>
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<td>BSBINM201A</td>
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<td>BSBSUS201A</td>
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</tbody>
</table>

Please Note: As the certificate will be assessed using a competency-based approach, students will NOT receive a level of achievement for the subject.

At the end of Year 12, students will be issued with a qualification (BSB 20112 Certificate II in Business) or a Statement of Attainment that lists the competencies the student has achieved to date.

WHERE WILL THIS SUBJECT LEAD?
- Employment in an office or business as you would have a good range of employable skills.
- If you continue on at TAFE, you may receive exemptions for competencies achieved.

NOTES:

The course will include the latest versions of these units.
To work in a childcare setting, you must have a Certificate III in Children's Services or be enrolled in a Certificate III Course.

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no pre-requisites for this subject. Students choosing to do this subject should have a creative and imaginative side and a desire to work with children.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
Students study Certificate III CHC30113 over four semesters studying 18 compulsory and elective units.

BENEFITS TO STUDENT:
- Allows students to explore Early Childhood while opening the doors and giving direction in Early Childhood career pathways i.e. childcare or teaching
- Qualifies student to work as an Assistant in any childcare centre in Australia or as a Nanny (Australian nannies are very popular overseas) or Teacher-aide.
- The QCE – Queensland Certificate of Education is awarded to students gaining 20 credit points. A Certificate III has been allotted 8 points.

Students must undertake work experience placements of a minimum of 2 weeks per year. This allows them to sample the industry first hand, whilst giving them the opportunity to gain and demonstrate the knowledge and skills required at this level of competency.

HOW ARE STUDENTS ASSESSED?
Assessment for units of this subject is competency based. This means that you can demonstrate that you can do the entire task required in a unit. Over the two year course of study, students will be given the opportunities to become competent in all the necessary elements of Certificate III Early Childhood Education and Care.

Student assessment will be in the form of written and oral assignments and practical assessment both at school and in industry. Students must complete a minimum of 120 hours in the Childcare industry to be deemed competent in this course.

ARE THERE ANY SPECIAL CONSIDERATIONS?
- This course is done in partnership with ‘Cairns Training Academy’, a registered training organisation based in Cairns.
- Costs are involved for students to gain CHC30113 Certificate III in Children's Services – these will be provided in greater detail on enrolment in the course. The approximate cost is $650.

• A First Aid Course must be completed. This is done during school hours.

NOTES:
The course will include the latest versions of these units.
BUILDING AND CONSTRUCTION STUDIES

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students are required to have successfully completed Year 9 and 10 Shop A and have attained a ‘C’ rating or better. Students must be aware that this course composes both practical and theoretical aspects that will be assessed.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The intent of this course is to allow the student to:

- Develop basic skills and technical knowledge within the construction industry;
- Develop a wide range of accredited useable skills should the student make a vocational choice other than a specific skill area;
- Develop personal traits, attitudes and work habits which relate to the student’s activities in the workplace and in society.

Units of Study
A course in Building & Construction Studies comprises:

- The mandatory study area core unit of work, integrated throughout the course
- Studies developed from the four units identified below:
  - Industry Orientation
  - Outdoor Construction
  - Indoor Construction
  - Finishing

HOW ARE STUDENTS ASSESSED?
Assessment for this course is criteria-based. This means students will be assessed on practical and theoretical tasks according to the following criteria:

- Knowledge and understanding
- Applied process
- Practical skills

On successful completion of the units in Construction, students will receive four points towards their Queensland Certificate of Education.

ARE THERE ANY SPECIAL CONSIDERATIONS?
Personal safety gear, steel capped boots and eye protection, is required to be purchased and a subject levy is required to cover material costs.

WHERE WILL THIS SUBJECT LEAD?
Leads to trades in the building industry such as carpentry, tilling, bricklaying, concreting, electrical, etc.
ENGINEERING STUDIES

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students are required to have successfully completed Year 9 and 10 Shop B and have attained a ‘C’ rating or better. Students must be aware that this course composes both practical and theoretical aspects that will be assessed.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The intent of this course is to allow the student to:

- Develop basic skills and technical knowledge within the engineering industry;
- Develop a wide range of accredited useable skills should the student make a vocational choice other than a specific skill area;
- Develop personal traits, attitudes and work habits which relate to the student’s activities in the workplace and in society.

Units of Study
A course in Engineering Studies comprises:

- The mandatory study area core unit of work, integrated throughout the course
- Studies developed from the five units identified below:
  - Industry Orientation
  - Cutting and Joining Materials
  - Machining Materials
  - Fabrication
  - Production

HOW ARE STUDENTS ASSESSED?
Assessment for this course is criteria-based. This means students will be assessed on practical and theoretical tasks according to the following criteria:

- Knowledge and understanding
- Applied process
- Practical skills

On successful completion of the units in Engineering, students will receive four points towards their Queensland Certificate of Education.

ARE THERE ANY SPECIAL CONSIDERATIONS?
Personal safety clothing (long sleeve shirt and long pants), steel capped boots and eye protection is required to be purchased and a subject levy is required to cover material costs.

WHERE WILL THIS SUBJECT LEAD?
Leads to trades in the engineering industry such as fitting and turning, boiler making and engineering.
SIT10213 CERTIFICATE I AND II IN HOSPITALITY

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
There are no prerequisites for this subject.

WHAT DO STUDENTS LEARN?
This course provides students with the opportunity to obtain a national vocational qualification in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, hygiene and safety as well as basic skills in food and beverage service.

Students are required to maintain high standards in all areas of food and beverage presentation and service. They should display a sense of responsibility, good standards of workmanship and the ability to work with others effectively.

HOW ARE STUDENTS ASSESSED?
Students in this course work to develop competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

ARE THERE ANY SPECIAL CONSIDERATIONS?
Students must be available to take part in food and beverage service at various functions during the course. These may be out of normal school hours and take part at school (café) and in industry. Work placement in the hospitality industry is a compulsory component of this course and students are required to work a minimum of 12 over the two year course.

Students are required to wear black trousers or skirt and a white button up, sleeved shirts and closed in shoes for these shifts. Students will be provided with a name badge as part of this uniform.

Students contribute to the running of the catering4futures café each week. This element of the course is completed as part of a flexible learning plan. Students ‘flex on’ for 35 minutes of one recess each week and are then entitled to one 70 minute ‘flex off’ lesson every two week.

• Costs are involved for students to gain this qualification – these will be provided in greater detail on enrolment in the course. The approximate cost is $60 per year. This is to cover the cost of RSA and RGS delivered by outside training organisation and resources to demonstrate competency in specific units such as Prepare and Serve Espresso Coffee.

WHAT CAREER OPTIONS WILL STUDENTS HAVE?
Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, barista, kitchen hand, cook and restaurant manager/owner.

CAN STUDENTS GO ONTO FURTHER TRAINING?
Yes. Successfully complete the Certificate III in Hospitality and students may gain recognition of their studies towards a Certificate IV or Diploma in Hospitality offered by other training providers.

UNITS OF COMPETENCY
To achieve the Cert I qualification students must complete 5 core units and 2 elective units. To achieve the Cert II qualification students must complete 6 core units inclusive of Use hospitality skills effectively (12 shifts in industry) and 6 elective units of competency.

Summaries of the employability skills developed through these qualifications can be downloaded from:  http://employabilityskills.training.com.au/
Outlines of the units of competency delivered can be found at: 

Unit | Description
--- | ---
BSBCMM201A | Communicate in the workplace
BSBWOR203B | Work effectively with others
SITHFAB101 | Clean and tidy bar areas
SITHFAB201 | Provide responsible services of alcohol
SITHFAB202 | Operate a bar
SITHFAB203 | Prepare and serve non-alcoholic beverages
SITHFAB204 | Prepare and serve espresso coffee
SITHFAB206 | Serve food and beverage
SITHGAM201 | Provide responsible gambling services
SITHIND201 | Source and use information on the hospitality industry
SITHIND202 | Use hospitality skills effectively
SITXCCS202 | Interact with customers
SITXCOM201 | Show social and cultural sensitivity
SITXFSA101 | Process financial transactions
SITXWHS101 | Participate in safe work practices

THE COURSE WILL INCLUDE THE LATEST VERSIONS OF THESE UNITS.

NOTES:
WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students don’t need any specific background knowledge for this subject, however, good communication skills and the ability to work well within a team is very useful.

WHAT DO STUDENTS LEARN?
This course provides students with the opportunity to obtain national vocational qualifications for employment in the tourism and events industries. Students will be able to gain skills in customer service, safe work practices and routine tasks within tourism and/or events work environments.

HOW ARE STUDENTS ASSESSED?
Students in this course work to develop competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

Summaries of the employability skills developed through these qualifications can be downloaded from: [http://employabilityskills.training.com.au/](http://employabilityskills.training.com.au/)

Outlines of the units of competency delivered can be found at: [https://training.gov.au/Training/Details/SIT20112](https://training.gov.au/Training/Details/SIT20112)

UNITS OF COMPETENCY
To achieve a Certificate II in Tourism 11 units must be completed including four core units and seven elective units. Central Queensland Institute of TAFE will deliver a selection of units in this course across both Year 11 and 12.

Certificate II in Tourism will attract four (4) QCE points.
Unit

- SITHFAB201 Provide responsible service of alcohol
- SITHGAM201 Provide responsible gambling services
- SITTIND201 Source and use information on the tourism and travel industry
- SITTTSLSL202 Access and interpret product information
- SITTTSLSL301 Provide advice on international destinations
- SITTTSLSL302 Provide advice on Australian destinations
- SITXCCS201 Provide visitor information
- SITXCCS202 Interact with customers
- SITXCOM201 Show social and cultural sensitivity
- SITXECT302 Process and monitor event registrations
- SITXEVT303 Coordinate on-site event registrations
- SITXFIN201 Process financial transactions
- SITXWHS101 Participate in safe work practices

ARE THERE ANY SPECIAL CONSIDERATIONS?
Students should have an interest in travel, events management and working with clients and customers.

- Costs are involved for students to gain this qualification – these will be provided in greater detail on enrolment in the course. The approximate cost is $40 per year. This is to cover the cost of RSA and RGS delivered by outside training organisations.

WHERE WILL THIS SUBJECT LEAD?
Work would be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both.

This tourism course is designed for students who are looking toward employment in the Tourism industry or Hospitality industry or to further studies in these areas at a tertiary level. An important part of this course focuses upon the way that employees interact with customers and colleagues in this industry.

NOTES:
The course will include the latest versions of these units.
ENGLISH COMMUNICATION

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students will have studied Junior English. It is recommended that students who gained less than a 'C' in Junior English choose English Communication rather than the Senior QCAA English.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
It provides a two-year course of study in three strands:

Work
This strand is strongly vocational and provides students with an opportunity to develop work-related skills such as applying for a job, completing resumes and job interviews.

Community
This strand may examine community issues, particularly those relevant to the local area, such as the effect of development on the environment. Students may work with members of the community on special projects.

Leisure
This strand is particularly concerned with media studies and literature as a leisure activity. Students may also increase their knowledge and skills through a variety of leisure pursuits. Students will work through the following units.

YEAR 11
• Starting Points
• Future Directions
• Screen Power
• Worker’s Rights and Responsibilities
• Investigating a Community Issue

YEAR 12
• A Lifestyle Issue
• The Printed Word
• Positive Communication Skills
• Productive Team Work
• Getting That Job

HOW ARE STUDENTS ASSESSED?
Students are assessed in a variety of forms, for a variety of purposes, in a variety of situations, and for a variety of audiences. They will be assessed through writing, speaking and action tasks. There is a particular emphasis on oral communication. In written communication, students will be expected to write simple, routine pieces such as business letters and reports that show consideration of the intended audience and a high degree of accuracy in expression. There is also an emphasis on completing some tasks as members of work teams or groups.

WHERE WILL THIS SUBJECT LEAD?
This subject will support further studies in many TAFE courses e.g. tourism, hospitality, business. Students will develop a range of communication skills, which are also useful for employment.
INDUSTRIAL TECHNOLOGY STUDIES

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
Students are required to have successfully completed Year 9 and 10 Shop A or Shop B and have attained a ‘C’ rating or better. Students must be aware that this course composes both practical and theoretical aspects that will be assessed.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
This strand offers students the opportunity to develop work, life and/or leisure skills integrating the study area core of manufacturing, safety and technological processes within the selected units of study.

The flexibility of this course is intended to allow students to gain some knowledge and skills in a number of different industry areas, rather than focus on one area. The areas focused on include:
- Furnishing
- Automotive
- Engineering
- Construction
- Plastics

Units of Study
A course in Industrial Technology Studies comprises:
- The mandatory study area core unit of work, integrated throughout the course
- Studies developed from the Six units identified below:
  - Industry Orientation
  - Cutting and Joining Materials
  - Indoor Construction
  - Framing Construction
  - Maintenance and Repair
  - Carcase Construction

HOW ARE STUDENTS ASSESSED?
Assessment for this course is criteria-based. This means students will be assessed on practical and theoretical tasks according to the following criteria:
- Knowledge and understanding
- Applied process
- Practical skills

On successful completion of the units in Engineering, students will receive four points towards their Queensland Certificate of Education.

ARE THERE ANY SPECIAL CONSIDERATIONS?
Personal safety gear including steel capped boots and eye protection is required to be purchased and a subject levy is required to cover material costs.

WHERE WILL THIS SUBJECT LEAD?
Leads to trades in a variety of construction and manufacturing industries.

NOTES:
PRE-VOCATIONAL MATHEMATICS

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
This course has been designed for those students who have NOT achieved at least a ‘C’ in 10 Mathematics (Core).

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
The core units deal with the mathematical areas which students need to understand in their lives. Through a study of these units, students are offered many opportunities for developing communication skills, practicing mathematical techniques and employing these in real or simulated applications.

The study area core topics include:
1. **Number**
   - Whole numbers
   - Fractions, decimals & percentages
   - Ratios, proportions and rates
2. **Data**
   - Collecting and organizing data
   - Display, present and interpret data
   - Interpreting trends in data
3. **Personal organization**
   - Reading and using maps
   - Interpreting clocks and timetables
4. **Measurement**
   - Metric system and equipment
   - 2 D shapes and regular solids
   - Representing 2 D and regular solids
5. **Finance**
   - Income
   - Spending money
   - Role of financial institutions

HOW ARE STUDENTS ASSESSED?
Assessment in the course allows students to demonstrate achievement of the objectives in the areas of knowing, applying, explaining and affective. A range of assessment tasks will be placed before the students, including assignments, tests, projects, group work, oral presentations or teacher observation.

ARE THERE ANY SPECIAL CONSIDERATIONS?
The students who undertake this course would ‘in general’ be selecting subjects that would not make them eligible for an O.P. score and are looking towards an apprenticeship or a course of study which does not require the QCAA Mathematics A course as a pre requisite.

Students will need a DAL two-line display calculator with a fraction key, a ruler, protractor as well as a notebook to keep their studies organized.

WHERE WILL THIS SUBJECT LEAD?
Mathematics is essentially a life skill. This subject provides a suitable challenge in mathematics for students who prefer and enjoy learning activities with practical and real-life application and fosters an attitude of success for students who have experienced difficulties with mathematics of a more theoretical nature. Students have the opportunity to attain vital workplace knowledge and skills, which enhance employability.

Students should be aware that this subject has the following attributes:
- A strong vocational emphasis for learners who want to pursue a range of vocational, employment and personal goals
- An emphasis on the mathematical skills, but also the skills of communicating about the mathematics involved in problems and interpreting the solutions
- Numeracy skills for the workplace, for pleasure, for informed citizenship and for survival.

NOTES:
RECREATION

ABOUT THE SUBJECT?
Students who select Recreation are expected to maintain a very high level of participation throughout the course and students who are not willing to actively take part in every lesson should not select his subject.

The primary focus of this subject is not to produce elite athletes. Recreation is designed to encourage students to participate to their best of their ability, enjoy being active and understand and appreciate the benefits that this brings.

The benefits of physical activity, recreation and sport both to the individual and also to our society, have become increasingly obvious. This Senior Vocational subject encourages students to appreciate and value their involvement in recreation activities and to continue their participation in their adult life. Recreation provides students with an opportunity to participate in a range of physical activities relevant to the district’s resources and climate.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Physical Activity</th>
<th>Theory Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Lifesaving  | Principles of Coaching | 1. Lifesaving – Senior Swim and Survive Level 7  
2. Project (400 to 700 words) – Fitzy Coaching Exchange – plan, deliver and evaluate coaching sessions | |

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Physical Activity</th>
<th>Theory Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Outdoor Education | Fitness and Resistance Training | 1. Research Report (500 to 800 words) – evaluation of personal fitness based on test results  
2. Rock climbing and orienteering | |

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>Physical Activity</th>
<th>Theory Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Lifesaving / Aquatic Games | Competitive Coaching | 1. Lifesaving – Bronze Medallion  
2. Project (500 to 900 words) – plan, deliver and evaluate coaching sessions based on a team environment | |

HOW ARE STUDENTS ASSESSED?
Assessment in Recreation involves grades being given for both the practical and theoretical topics covered in the course.

A wide range of tasks are used to determine a student’s level of achievement. Assessment techniques may include: observation of performance of physical skills, practical examinations, oral presentations, written tests, research reports and assignments. Assessment of a student’s exit level of achievement is criteria and standards-based.

REMINDER – STUDENTS MAY ONLY SELECT ONE OF EITHER RECREATION OR PHYSICAL EDUCATION – THEY CANNOT SELECT BOTH.

NOTES:
VISUAL ART STUDIES

Visual Art Studies is a Authority Registered subject that is offered in Years 11 and 12. It can be taken in addition to Visual Art if desired.

WHAT BACKGROUND IS NEEDED FOR THIS SUBJECT?
You should be creative, interested in Design, and be prepared to spend some time out of class, finishing major projects, such as painting, photography, sculpture.

WHAT DO STUDENTS STUDY IN THIS SUBJECT?
- Introduction to the Principles of Design
- Drawing
- Painting/Mixed Media
- Printmaking
- Body Adornment (Fashion/Jewellery Design)
- Graphic/Product/Environmental Design
- Sculpture
- Photography/Digital Imagery

HOW ARE STUDENTS ASSESSED?
Students are rated on Exploring, Knowing and Expressing. These criterions are explained on each task sheet.

A different topic (e.g. drawing) is studied each term. Students complete a series of small activities in their book, along with theory notes, research and some major artworks.

To receive a VHA, students must do homework and demonstrate that they are independently motivated and have initiative. To pass, students need to complete all the set course work. It is expected that bookwork be kept in a neat, organised fashion.

Visual Art Studies will be beneficial to students who want trades where design and presentation is a factor e.g. hairdressing, signwriting, cabinet making and graphic design. This subject will be also beneficial for students preparing folios for tertiary entrance to University or TAFE.

NOTES:
MACKAY ENGINEERING COLLEGE – CERTIFICATE II IN ENGINEERING-PATHWAYS MEM20413

ABOUT THE PROGRAM
This qualification offers a wide range of general skills that will apply to most areas of the engineering sector. Students will be encouraged to pursue a career in an Electrical, Mechanical or Fabrication trade. Competencies from MEM20413 can contribute towards a Certificate III qualification. There is an annual cost for materials of $300 and successful students will attain 4 QCE points on completion of the course.

STUDENTS WILL GAIN SKILLS IN:
- Computer Aided Drafting
- Mechanical skills
- Fabrication skills
- Machining skills
- Manufacturing skills

HOW DOES IT WORK?
Over two years (Year 11 and 12) students will:
- Attend the Mackay Engineering College TTC either one day per week or in a block of days (TBA)
- Undertake a Certificate II in Engineering-Pathways MEM20413
- Complete six weeks work experience per year
- Combine MECTTC with studies at high school

PREREQUISITES
- A sound in Year 10 Graphics, Mathematics and English is desirable.
- Preference will be given to students who have undertaken the Year 10 prevocational Try Trade program.
- Preference will be given to students who have undertaken MSA10107 in Year 10.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of Occupational Health and Safety in a work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the Engineering and Manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic Engineering project</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools / hand held operations</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy acetylene and soldering equipment</td>
</tr>
<tr>
<td>MEMPE007A</td>
<td>Pull apart and re-assemble engineering mechanisms</td>
</tr>
<tr>
<td>MSAPCII101A</td>
<td>Adapt to work in industry</td>
</tr>
</tbody>
</table>

HOW TO APPLY:
Download and complete a MEC Application Package from the Mackay Engineering College website (www.mec.eq.edu.au). Lodge this with your IT & D Head of Department at your school or scan and email your application to the Mackay Engineering College before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

CONTACT:
More information about the college can be accessed from the website, your school IT&D staff or phone the college directly on 48980333.