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Selecting Subjects

The transition from Year 10 to Year 11 is a significant step in the career of a high school student. This transition begins with careful and informed decision making around the course of subjects to be undertaken over the next 2 years. Choices made at this stage certainly begin to shape future career options.

We expect students to make an informed choice of subjects so that their course of study is continuous and appropriate for their needs. There are many career pathways available for future success and that students explore all their options before selecting subjects.

In making subject choices students must consider:

1. What pre-requisite subjects are required for your course of study?
2. Consider your results in this subject area, will you be successful?
3. Will you enjoy what you are doing?

Student Education Profile

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. The Queensland Curriculum and Assessment Authority (QCAA) issues this profile and included in this could be:

- **Queensland Certificate of Education (QCE)** which is awarded to students who have met minimum educational requirements, as outlined below.
- **Senior Statement** is a transcript of the learning for all students completing Year 12. It shows all studies and the results achieved.
- **Tertiary Entrance Statement** shows an eligible student’s Overall Position (OP) and Field Positions (FPs) used to determine eligibility for admission to tertiary courses.
- **Queensland Certificate of Individual Achievement (QCIA)**, which recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Overall Position (OP)

Students can seek tertiary entrance by obtaining an OP score. An OP score ranges from 1 (highest) to 25 (lowest).

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

This means to be OP-eligible:

- Five of the six subjects chosen must be Authority subjects.
- One of these subjects must be Authority English.
- Students must sit the Queensland Core Skills (QCS) Test.
- At least 3 subjects must be studied for the entire 2 years.

OP eligible students are discouraged from undertaking a School-based Apprenticeship or Traineeship (SAT) as they require a great deal of commitment and there is no direct benefit to a student’s OP.

Students must also choose subjects that meet the subject prerequisites for their tertiary preferences. Students who satisfy the prerequisites are then selected for particular courses based on their OP. Students with the best OPs are offered places first.
Selection Rank (SR)

Selection ranks are made up from your results in a mixture of Authority subjects, and/or Authority-registered subjects, and/or vocational education units of competency/modules undertaken in Years 11 and 12.

Students who aren’t eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC for a Selection Rank based on "schedules", which are specifically developed for this purpose. To calculate a selection rank for an OP-ineligible student, QTAC uses the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) modules as reported on the Senior Statement. Only the best 20 semester units of study are used.

If you sit the QCS Test your test results will be used in the calculation of your selection rank. If you achieve a D result or better in the QCS Test your selection rank may be moderated upwards.

The maximum selection rank you can get is around 90 (equivalent to an OP 6).

This means to be rank eligible:
- No more than 4 of your 6 subjects can be an Authority subjects
- A mixture of Authority and Authority registered subjects are studied
- One of these subjects must be an Authority English or Authority registered English Communication
- Students have the choice to sit the Qld Core Skills (QCS) test.

Want more info?
- Visit the QCAA website
- Talk to your teachers or school guidance officer
- Contact Student Connect

The Queensland Core Skills (QCS) Test

This is a state-wide test for Year 12 students based on common elements of the Queensland Curriculum. It is compulsory for students who are OP-Eligible, as it is used to contribute to the calculation of Overall Positions (OPs).

A student’s individual QCS Test result is not used on its own in the calculation of their OP — instead, group results are used as part of the statistical scaling processes. A student’s individual result on the QCS Test (from A to E) is reported on the student’s Senior Statement or Statement of Results.

Students sit for the QCS test towards the end of Term 3. The QCS Test consists of three parts - Writing Task (WT), two Multiple Choice (MC) test papers and one Short Response (SR) test paper. The Writing Task is an extended response of 600 words in length and the Short Response item includes various questions which test the Common Curriculum Elements (CCE’s).
Bonus Rank Scheme for University Entry

The Bonus Rank scheme provides bonus points towards your entry rank, each university offers this scheme however their offers do vary. Please contact individual universities for more information.

<table>
<thead>
<tr>
<th>Griffith University (maximum of 6 bonus points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Biology</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Business Communications and Technologies</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Geography</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Health Education</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Information Processing and Technology</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Japanese</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Modern History</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Physics</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Griffith University Early Start To Tertiary Study Program (GUESTS)</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Recognised GUESTS equivalent from other Tertiary Institutions</td>
<td>2 Bonus Points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUT (maximum of 8 bonus points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics C</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Physics</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Japanese</td>
<td>2 Bonus Points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Queensland (maximum of 5 bonus points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics C</td>
<td>2 Bonus Points</td>
</tr>
<tr>
<td>Japanese</td>
<td>2 Bonus Points</td>
</tr>
</tbody>
</table>

Selection bonus rank points are added to an OP score after it has been converted to a rank score by QTAC. Selection bonus rank points are also added to a rank students score if applicable.
Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland’s senior school qualification which is awarded to eligible students usually at the end of year 12.

A QCE will only be awarded to a student if the course of study satisfies the following specific requirements:

- a significant amount of learning (20 credit points)
- a set standard of achievement (Sound level of achievement, Pass or equivalent)
- in a set pattern (at least 12 credit points from completed Core courses of study + an additional 8 credit points from a combination of any courses of study)
- meet the literacy and numeracy requirements (Sound level of achievement, Pass or equivalent).

### A REQUIRED AMOUNT OF LEARNING

<table>
<thead>
<tr>
<th>Group</th>
<th>Areas of Study</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATORY</td>
<td>• Certificate I vocational qualification^</td>
<td>2 - 3</td>
</tr>
<tr>
<td>(max of 4 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE</td>
<td>• Authority or Authority-Registered Subject†</td>
<td>4 - 4</td>
</tr>
<tr>
<td>(12-20 credits)</td>
<td>• VET Certificate II</td>
<td>6 – 8</td>
</tr>
<tr>
<td></td>
<td>• VET Certificate III–IV*</td>
<td>2 - 6</td>
</tr>
<tr>
<td></td>
<td>• School-based Apprenticeships</td>
<td>4 - 8</td>
</tr>
<tr>
<td></td>
<td>• School-based Traineeships</td>
<td></td>
</tr>
<tr>
<td>ENRICHMENT</td>
<td>• A level of a recognised certificate or award in areas such as music, dance</td>
<td>1</td>
</tr>
<tr>
<td>(max of 8 credits)</td>
<td>, drama, sport and community development</td>
<td></td>
</tr>
<tr>
<td>ADVANCED</td>
<td>• A one-semester university subject undertaken while at school</td>
<td>2</td>
</tr>
<tr>
<td>(max of 8 credits)</td>
<td>• A two-semester university subject undertaken while at school</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Competencies in a diploma or advanced diploma over at least a semester (or</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>its equivalent)</td>
<td></td>
</tr>
</tbody>
</table>

### AT THE REQUIRED STANDARD

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Authority subjects and Authority registered Subjects</td>
<td>SA Result</td>
</tr>
<tr>
<td>• Vocational Education and Training (VET)</td>
<td>Competence</td>
</tr>
<tr>
<td>• University courses/subjects/ units undertaken while still at school</td>
<td>Pass</td>
</tr>
<tr>
<td>• Recognised awards and certificates</td>
<td>Awarded</td>
</tr>
</tbody>
</table>

### INCLUDING LITERACY AND NUMERACY

<table>
<thead>
<tr>
<th>Literacy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• At least a C in a semester of English or English Communication;</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>• At least a C on the Queensland Core Skills Test</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• At least a C in a semester of Prevocational Maths or Maths A, B or C;</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>• At least a C on the Queensland Core Skills Test</td>
<td></td>
</tr>
</tbody>
</table>

^ Some Certificate I courses are worth 3 credits if the nominal course hours are 200 or greater
*Some Certificates III and IV are exempted and will attract less than 8 credits
† Students studying a program consisting of only Authority and/or Authority-registered subjects must achieve at least a C in 16 of the required 20 credits. Up to 4 credits from partially completed subjects at ‘D’ level.

For more information, visit the Queensland Curriculum and Assessment Authority (QCAA) website at www.qcaa.qld.edu.au.
Year 11 Subjects

<table>
<thead>
<tr>
<th>AUTHORITY SUBJECTS</th>
<th>AUTHORITY REGISTERED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Aquatic Practices**</td>
</tr>
<tr>
<td>Biology</td>
<td>Dance in Practice</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies (BCT)</td>
<td>Drama in Practice</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Early Childhood Practices</td>
</tr>
<tr>
<td>Dance</td>
<td>English Communication</td>
</tr>
<tr>
<td>Drama</td>
<td>Hospitality Practices*</td>
</tr>
<tr>
<td>English</td>
<td>Media Arts in Practice*</td>
</tr>
<tr>
<td>Geography</td>
<td>Prevocational Mathematics</td>
</tr>
<tr>
<td>Graphics</td>
<td>Recreation</td>
</tr>
<tr>
<td>Hospitality Studies</td>
<td>Social and Community Studies</td>
</tr>
<tr>
<td>Information Processing &amp; Technology (IPT)</td>
<td>Visual Art in Practice*</td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Mathematics A</td>
<td></td>
</tr>
<tr>
<td>Mathematics B</td>
<td></td>
</tr>
<tr>
<td>Mathematics C</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Physical Education*</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Study of Society</td>
<td></td>
</tr>
<tr>
<td>Visual Arts*</td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

* Subjects with a higher level of consumable resources will incur additional costs.

VET (Vocational Education & Training)

VET Trades@Nerang:
- Certificate II Furniture Making (MSF20313)***
- Certificate II Engineering (MEM 20105)***

- Cert II Resources and Infrastructure Work Preparation
- Cert II Skills in Work Vocational Pathways (FSK 20113)

VET Community Pathways @Nerang:
- Certificate II in Active Volunteering*

Student Resource Scheme Fee Structure

The Student Resource Scheme Fee structure is based on the number of subjects a student studies that use a higher level of consumable resources.

* Subjects which attract an additional charge are shown in the table above.

** Aquatic practices attracts an additional annual fee of $220.00 which must be paid prior to acceptance of a placement in this subject.

*** Certificate II Furnishing, Engineering are partly funded by Vetis but incur an additional fee of $75

<table>
<thead>
<tr>
<th>Number of fee paying Subjects</th>
<th>Year 11 Cost</th>
<th>Year 12 Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$230.00</td>
<td>$240.00</td>
</tr>
<tr>
<td>2</td>
<td>$285.00</td>
<td>$295.00</td>
</tr>
<tr>
<td>3 or more</td>
<td>$340.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>3 or more</td>
<td>$395.00</td>
<td>$405.00</td>
</tr>
</tbody>
</table>

Non Compulsory Additional Costs

- Laptop Program $80.00
- Instrumental Music Hire $100.00
- Voluntary P & C Contribution $30.00
- Graphics Calculator Hire $40.00
VET Trades @Nerang

The course that Nerang State High School is offering spans Year 11 and 12 and is a Vocational Program.

The program consists of 5 subject areas; 3 core (Prevocational Maths, English Communication and Workplace Vocational Pathways) and 2 electives (choice of 2 Certificate II Engineering, Certificate II Furniture Making and Certificate II Resources and Infrastructure Work Preparation).

Students will also have regular work experience as a part of the program.

The program will be delivered in partnership with Train Assess Australia (RTO Code: 1831) and operate from the Gold Coast Resources Industry Trade Skills Centre (GCRITSC) at Nerang SHS.

This is an excellence program for trade students which has a key focus on transitioning the students to trade employment.

Therefore, a commitment needs to be made to regular work experience, a $75 fee additional to the school resource scheme is required and provision of Industry standard Personal Protection Equipment (steel cap boots, clothing).

As positions are limited, please complete the application provided at SET plan meeting. Priority will be given to students seeking genuine pathways into this Industry and payment of initial fees.
Authority

Subjects
Ancient History delves into the lives, events, arts, conflicts and empires of past civilisations so we can understand how we have developed. It is a fascinating area of study, full of weird and wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the subject Ancient History ensures that this heritage is not lost.

**Pathway:** Authority (OP eligible)

**QCE Points:** 4

**Faculty Area:** Humanities

**Prerequisites:**
- English: ≥ B

### Humanities Pathways

<table>
<thead>
<tr>
<th>7-8-9</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>History (OP)</td>
</tr>
<tr>
<td>11-12</td>
<td>Ancient History</td>
</tr>
</tbody>
</table>

### CAREER PATHWAYS
- Archaeologist
- Anthropologist
- Criminologist
- Defence Force
- Diplomat
- University Lecturer
- Political Scientist
- Foreign Affairs/Trade
- Lawyer
- Researcher
- Historian
- Author

### ASSESSMENT OUTLINE
Assessment will vary each semester and may include the following:
- Research Assignment
- Essays
- Excursion Report
- Multi Modal Task
- Short & Extended Content/Skills Test
- Response to Stimulus Test

### COURSE OUTLINE

#### Semester 1
- **Study of Archaeology** - the nature of archaeological investigations, the developments in archaeological methodology and how these have contributed to our understanding of past societies.
- **Palaeolithic and Neolithic Societies** - how prehistoric humans responded to environmental challenges and adapted their behaviours to survive and flourish – why the caveman became a farmer. Students select and research the fascinating evidence of a Neolithic site.

#### Semester 2
- **Studies of Funerary Practices** - Through the investigation of a culture of their choice, students will begin to understand the funerary beliefs and diversity of practices employed to prepare the deceased through ancient evidence.
- **Studies of Everyday Life in Sparta** - A study of the Spartan society to provide the understanding of how education, social status, class structures, military training and entertainment affect the shape of an individual’s life.
- **OR Study of Pharaonic Power in Egypt** - Investigation of how the power of the Pharaohs developed. The importance of pyramids and symbols of power and their relevance to the Ancient Egyptian civilisation.

#### Semester 3
- **Studies of Conflict**
  The students will understand the place of conflict and how it has shaped society and the world as we know it. They will study the background and rise to power of Philip II of Macedon and how, Alexander the Great conquered the Persian Empire and then laid the foundations for the Hellenistic world of territorial kingdoms.
- **Studies of Power – The Principate of Augustus**
  The various aspects of authority, control, superiority, domination and might, through to choice, competence, will and potential - investigated in the context of ancient Rome during the birth of the Empire under Augustus.

#### Semester 4
- **Personalities in History**
  Through a guided inquiry, students will select an individual such as Hatshepsut, Julius Caesar, Emperor Qin, Augustus, Cleopatra and Hippocrates and examine their role in shaping the experiences, achievements or history of the people whom they led or from whom they emerged.
- **Groups in Ancient Societies – Slavery in Ancient Rome**
  Students will learn about the influence that the Slaves in ancient Rome had on society, the economy, politics and religion. This study, will focus on evaluating the acquisition, treatment and revolts of the Slaves in ancient Rome, as well as attitudes to them at the time.
Biology is a study of the natural systems of the living world.

This study includes an investigation of the different kinds of plants and animals, how they “work” and how they interact with each other and with the non-living parts of their environment.

Theories of evolution of life on earth are explored. Current Biological Issues such as rainforest conservation and the effects of climate change on marine organisms are also evaluated.

### COURSE OUTLINE

**Semester 1:**
- Classification (How living things are sorted)
- Plant Physiology (How plants work)
- Ecology (The interactions between living things and their surroundings)

**Semester 2:**
- Cell Biology (What are cells and how do they work?)
- Animal Physiology (How animals work)

**Semester 3:**
- Reproduction (About methods of making new individuals)
- Genetics and Biotechnology (How characteristics are passed between generations)

**Semester 4:**
- Adaptations (Special features of animals and plants)
- Evolution (Processes leading towards the diversity of life)

### ASSESSMENT OUTLINE

In general, students will be required to do exams, field reports and written assignments of between 800 – 1500 words (based on research topics and on the design, implementation and analysis of student experiments). Students will also present a seminar to their peers.

As part of the Biology course, students will be required to attend excursions to Hastings Point, Binna Burra and Sea World. These excursions form an integral part of the course and are compulsory. Reports, based on the data collected on these excursions, form a significant part of the assessment for Biology. Additionally, Year 12 students may also be invited to visit a university Anatomy Department.
Business Communication and Technologies  

Business influences the daily lives of everyone - citizens, consumers, employees, employers and entrepreneurs. BCT aims to prepare students for work in the workplace and equip students with the skills needed to communicate effectively and to interact confidently within a business organisation. Students will develop a thorough knowledge of the dynamic and constantly changing business environment of today. Students engage in learning activities that require higher-order thinking skills to analyse, evaluate and propose recommendations in a range of business situations. Business is the roadmap to success and it gives students a strong foundation and pathway to further education, training or employment.

### COURSE OUTLINE

These 8 topics of study are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills in relation to this course of study.

#### Semester 1:
- Organisation and Work Teams
- Business Environments

#### Semester 2:
- Workplace Health, Safety And Sustainability
- Events Administration

#### Semester 3:
- Financial Management
- International Business

#### Semester 4:
- Social Media

### ASSESSMENT OUTLINE

Techniques include short and/or extended responses (to solve a problem or justify a point of view), projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations (audio or spoken), debates and reports may also be used.

### COST

The cost of any excursions will be the responsibility of the student.

### EQUIPMENT

Participation in the school’s BYOD process is necessary for access to network and online resources.
Chemistry is a study of the material universe.

Students studying Chemistry will develop an understanding of the properties and structure of matter, and the changes which occur in chemical reactions.

They will use an experimental approach to problem solving and will learn to understand the importance of chemical science in the society in which they live, ultimately aiding humankind’s management of the Earth’s limited resources.

### ASSESSMENT OUTLINE

In general, students will be required to do exams, field reports and written assignments of between 800 – 1500 words (based on research topics and on the design, implementation and analysis of student experiments).

As part of the course, students will be required to attend excursions to university labs and do water sample collection sites along the Nerang River. These excursions form an integral part of the course and are compulsory. Reports, based on the data collected on these excursions, form a significant part of the assessment for Chemistry.
Dance is a human activity of ancient tradition. It is an ever-changing form of expression. Students learn quality choreography, performance and evaluating skills. Dance provides for special interests and talents not emphasised in other education areas. It also provides a basis for involvement in dance and related arts for employment and leisure. Students’ self-confidence and the necessary social skills to work effectively, both individually and in teams, are developed within dance education.

**ASSESSMENT OUTLINE:** Students are assessed progressively throughout the two year course.

- **Choreography tasks** assess the creative process of forming dance works that communicate intent.
- **Performance tasks** assess the technical and expressive demands of dance.
- **Appreciation tasks** assess understanding of how and why dance is made, the techniques used in its design, its stylistic elements and analysis of the Dance components.

All skills required for achievement in Year 12 are practised in Year 11.

**EQUIPMENT:** Dance shirt and appropriate dance attire.

**COSTS:** There may be one assessment piece per year which will require students to attend a workshop. The excursion will cost approximately $20.
Drama promotes imagination, thinking skills, social awareness, communication, creativity and problem solving. It provides students with skills for tertiary study and for real-world theatre. Drama encourages students to be creative thinkers, good communicators and excellent team players. Drama explores and celebrates our world and provides opportunities for students to imagine themselves as others exploring beliefs, feelings, behaviours and relationships.

### ASSESSMENT OUTLINE

- **Forming tasks** assess the creative process of developing dramatic action and meaning.
- **Presenting tasks** assess presentation and communication of dramatic action and meaning to others.
- **Responding tasks** assess response to the meaning and action of drama.

All skills required for achievement in Year 12 are practised in Year 11.

### COSTS

There will be at least one assessment piece per year which will require students to analyse live theatre. The excursion will cost approximately $40.

### COURSE OUTLINE

**Year 11**

- **Australian Gothic Theatre**
  Students explore the conventions of this style of theatre and complete a directing task, a live performance and an essay for assessment.
- **Commedia**
  Students learn about this form of comedy and will create a script and devise a live performance.
- **Live Theatre**
  Students will analyse and evaluate the performance elements in a live production.

**Year 12**

- **Physical Theatre**
  Students explore the conventions of this style of theatre and create a concept for performance, present a scripted performance and write an essay.
- **Political Theatre**
  Students explore the use of theatre to create social change. They will form a script and devise a performance.
- **Live Theatre**
  Students will analyse and evaluate the performance elements in a live production.
English allows students to develop their capacity to compose and critically comprehend language. By doing so, the students learn in a variety of situations by developing the skills to understand texts and their purpose. Similarly, students are taught to produce texts to achieve a purpose.

**Pathway:** Authority (OP eligible)
**QCE Points:** 4
**Faculty Area:** English
**Prerequisites:** English: ≥ C

**ASSESSMENT OUTLINE**
Students are assessed throughout the course. English assessments include assignments, seen and unseen tests, and speeches/multi modal presentations.

**COURSE OUTLINE**

**Semester 1**
- 'Truth is the Key'
  Students focus on how the media manipulates the audience through a variety of written and visual texts.  
  Analytical Exposition  Multimodal Presentation

**Semester 2**
- 'True Blue? On Being Australian'
  Students will examine the concept of Australian identity as a narrative that has been constructed through a broad range of literary and non-literary texts. Feature Article

- 'Beyond Gender Roles'
  Students will consider multiple interpretations of the text to determine whether the playwright sought to challenge the dominant beliefs of his/her time. Reflective Exposition  Short Story

- 'The Power of One'
  Students will build upon existing critical skills and analyse literary texts to reveal the social commentary present within the novel. Analytical Exposition

**Semester 3**
- 'The Truth is Out There'
  Students will analyse a range of film techniques used to position the audience to view the film and its characters in a particular way. Multimodal Presentation

- 'Talkin' About My Generation'
  Students develop a thorough understanding of various poetic and language techniques through the study of poetry. Feature Article  Short Story

- 'Power Corrupts: Absolute Power Corrupts Absolutely'
  Students will examine and experiment with modern parallels to Shakespeare and understand Shakespeare’s relevance to a contemporary school audience. Reflective Exposition

- 'Reading Between the Lines'
  The student will develop an understanding of how they can intervene and manipulate the text to become the new author. Imaginative Text  Written/Spoken
The Geography course is designed to develop a student’s understanding of the natural environment, the resulting effects that human activity has upon the Earth’s natural systems and solutions to address these challenges. Students will develop their knowledge and skills of analysis, decision making and communication through a number of case studies. The course will also embrace the use of technology such as digital mapping tools to build spatial skills.

There are four themes that are covered in the study of Geography that include physical, social, economic and environmental studies. These themes are explored through case studies which facilitate an in-depth application of Geographical skills to a particular issue, location or geographic area.

### ASSESSMENT OUTLINE
Assessment tasks include short response exams, response to stimulus tests, practical exams and field work.

### COURSE OUTLINE

#### Semester 1
- **Managing the Natural Environment**
  - Investigate a number of natural hazards and the damage and loss of life they cause to the community. Develop an understanding of their patterns of occurrence and strategies for prevention, mitigation and recovery.
- **Managing Catchments**
  - Investigate the dynamic nature of river systems and the unique relationships that catchments have with people and the environment. Develop an understanding of catchment management and the conservation of biodiversity.

#### Semester 2
- **Social Environments**
  - Introduced to key concepts of sustaining urban and rural communities. Develop an appreciation of the role of town planning for both urban and rural communities.
- **Connecting People and Places**
  - Examine the links and connections that span communities. Study of infrastructure provisions fosters an understanding of the basic transport and telecommunication needs of communities and the impacts that they have on the environment.

#### Semester 3
- **Resources and the Environment**
  - **Living with Climate Change**
    - This unit introduces the study of physical systems (atmosphere, hydrosphere, lithosphere and biosphere) and the impacts that humans have on their environment. This study focuses on the key issue of climate change and how both human and natural processes affect the atmosphere.
  - **Sustaining Biodiversity**
    - This unit introduces the study of biodiversity and the complex interactions that humans have with the ecosystems which exist around them. Develop an appreciation of the life sustaining systems of the biosphere and how we as a society can effectively manage our resources.

#### Semester 4
- **People and Development**
  - **Feeding the World’s People**
    - This unit introduces the study of the global pattern of the production and consumption of food. Study the imbalances that exist between nations and access to adequate nutrition and strategies that can be adopted provide sustainable solutions.
  - **Exploring the Geography of Disease**
    - Investigate the global patterns of disease and the underlying development issues that fuel the problem. Evaluate a number of strategies to create a sustainable solution to an issue.
This course follows on from Year 9 and 10 Graphics. It deals with the extension of students’ ability to communicate through the medium of structured drafting techniques; architectural engineering drawing and computer aided drawing (CAD).

Graphics provides the opportunity to display simple and complex information through visual imagery and representation. Students use specialised equipment to present drawings in an efficient and accurate manner. Graphics is an essential tool for all graphical drawing and design fields. The subject is developed from technical drawing, art and animation, which are vital components in many professions and vocations.

### COURSE OUTLINE
Years 11 & 12 Graphics concentrates primarily upon the units:

- **Business Graphics**
  Development of a company including logos, business forms, products and advertising

- **Product design**
  Development of commercially available equipment and facilities e.g.: playground equipment

- **Built environment**
  Design and drafting of residential and commercial properties using architectural guidelines and Australian standards

### ASSESSMENT OUTLINE
Assessment is through:
- Contextual Based Folios
- Extended Graphical Responses
- Short Response Tests
Hospitality Studies explores a range of sectors that exist in the hospitality industry. This includes food and beverage outlets, bars, clubs and casinos.

Work will include some practical activities such as production and service of simple beverages and goods. However, the main focus is on developing the ability to plan and implement events that involve the food and beverage service.

This subject gives students a foundation that, with further development of their skills and understandings of hospitality, could lead to professional hospitality careers in food and beverages, catering, accommodation, entertainment, resorts, tourist attractions, casinos and gaming establishments, festivals and events or tourism. Alternatively, students could pursue tertiary studies in hospitality, specialising in hotel, event and tourism or business management.

ASSESSMENT OUTLINE
Students will be assessed using the following techniques:
- supervised written assessment
- research assessment
- performance assessment (practical – functions and events)

EQUIPMENT
Black shoes, black skirt or pants - to be supplied by the student for function work.

### COURSE OUTLINE

#### SEMESTER 1
**Beverage Production and Service**
This semester is based on the making, presentation and sales of hot and cold non-alcoholic beverages.

#### SEMESTER 2
**Food and Beverage Service**
This semester is based on dining room set up, food and beverage service.

#### SEMESTER 3
**Clubs and Gaming**
This semester of study examines the Club Industry and Gaming practices. Students complete their RSG qualification.

#### SEMESTER 4
**Beverage Production and Service**
This semester is based on the making, presentation and sales of alcoholic beverages and mocktails. Students complete their RSA qualification.
Information Processing and Technology

IPT students design, develop and evaluate computer programs for use in a variety of environments including Web based games and Internet pages, online Databasing and Artificial Intelligence. Students explore the basics of algorithm design, relational information system design, and how to use Structured Query Language through flowcharts, pseudocode and JavaScript, employing the control structures used in real life situations. They learn how to design, develop and evaluate online software solutions using JavaScrip, PHP, HTML and CSS conducting research into data security and integrity and privacy in online information systems. Students explore the architecture of intelligent systems and design, develop and evaluate an artificial neural network.

The course is based online and can be accessed from anywhere provided an internet connection is available. The course will include a wide range of practical learning experiences, such as: Creating online databases; Creating online games through programming; Preparing program documentation; Meeting client requirements; Multimedia development; Designing, developing and evaluating and undertaking case studies. Students are expected to read widely on the subject, noting recent developments and should be willing to discuss relevant media reports on topical IT issues.

### Pathway:

**Authority (OP eligible)**

**QCE Points:**

<table>
<thead>
<tr>
<th>Faculty Area:</th>
<th>Industrial Technology and Design</th>
</tr>
</thead>
</table>

**Prerequisites:**

- Students should be enrolled in Maths B or C (Students who select Maths A or Prevocational Maths will have difficulty understanding the algebraic concepts in some units).
- It is highly recommended, but not essential, that students have completed Year 10 Information Processing and Technology
- It is also recommended that students have good Word Processing ability, and have done some Photo Editing, Animation or Website Building.

### COURSE OUTLINE

Students study the following:- Algorithms Software Programming; Relational Information Systems; Structured Query Language; Social & Ethical Issues, Human-Computer Interaction and Intelligent Systems.

### ASSESSMENT OUTLINE

- Extended Responses (Folios, Case Studies, and Essays) and Products (Minor and Major Projects) will be undertaken in class as well as in the student's own time. Observation during class time and real time observation of the online. Case studies and Projects will involve group work and will be used to confirm student authorship. Each student within the group will be allocated specific tasks to undertake, and their contribution will be graded accordingly and separately from the other members in the group. Where a project is produced as a result of teamwork the individual's result on the task will be primarily based on the work they contributed to the project. A component of the student's result may be based on the overall assessment of the product or process used to produce it. Essays will include research and referencing.
- Supervised Written Tasks (Exams) will be conducted under closed book supervised exam conditions and will involve students working individually.

### EQUIPMENT

USB (4 GB minimum). It is highly recommended for a student to have access to a home computer.
Japanese

The Japanese course for senior students focuses on developing students’ language and cultural proficiency. Students in Year 11 and 12 will study a range of topics from the table below.

Learning a second language has a range of benefits for students:
- Enhances learning skills and cognitive development
- Understanding of the culture of another country
- Appreciation of our own culture
- Improved knowledge of grammar
- Greater understanding of how English works
- Developing creative thought patterns
- Ability to meet people, make friends and travel
- Marketable skill which expands career options

**ASSESSMENT OUTLINE**

Students will complete four exams per semester. These will assess their reading, writing, listening and speaking skills.

**EQUIPMENT**

5 Subject Notebook and headphones (for listening activities).

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**Pathway:** Authority (OP eligible)

**QCE Points:** 4

**Faculty Area:** Humanities

**Prerequisites:** English: ≥ C

A previous study of Japanese is highly desirable.

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**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Exchange:</strong> Students explore the cultural customs of living as an exchange student in Japan.</td>
<td><strong>Leisure and Entertainment:</strong> Students learn language skills in regards to hobbies, sporting activities and past-times with a focus on the similarities and differences between Australia and Japan.</td>
</tr>
<tr>
<td><strong>Celebrations:</strong> Students explore the similarities and differences between Australia and Japan in regards to holidays and festive occasions</td>
<td><strong>The Environment:</strong> Students engage in a unit on environmental awareness and develop their language abilities with focus on recycling and waste reduction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tourism:</strong> Students explore Japan as a tourist destination and compare it to Australia.</td>
<td><strong>Youth Culture</strong></td>
</tr>
<tr>
<td><strong>Part-time Work</strong></td>
<td>Students will explore the issues surrounding youth culture in both Australia and Japan.</td>
</tr>
<tr>
<td>Students will investigate the world of work and exploring the working conditions and culture of Japan.</td>
<td><strong>Working Overseas</strong></td>
</tr>
<tr>
<td>Students will investigate the different opportunities that international work can provide.</td>
<td></td>
</tr>
</tbody>
</table>

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**Languages Pathways**

7-10 Japanese

(7-10 in OP)

11-12 Japanese

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**CAREER PATHWAYS**

Diplomat
Translator
Foreign Affairs
Trade Office
Tour Guide
Journalist
TV Presenter
Public Servant
Legal Studies will provide students with the opportunity to gain knowledge to understand the legal frameworks which regulate and shape our society. Students will understand how the Australian legal system affects their basic rights, obligations and responsibilities. Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society.

BENEFITS OF STUDYING THIS SUBJECT
1. Law affects every member of society. Ignorance of the law can be a serious disadvantage. Legal Studies provides essential general knowledge of the law. It gives students an understanding of their basic rights, obligations and responsibilities.
2. Legal Studies is one of the best preparations for university because of the skills developed in research, the analysis of problems and difficult social situations, evaluation based on objective arguments and the preparation of written submissions.
3. Legal Studies leads to careers in the legal profession, policing, journalism, public service, defence force, business, counselling and is very useful in medicine, forensic science, entertainment, and other fields of employment.

ACTIVITIES INCLUDE
Discussion of current issues, research, debates, mooting, visiting the Supreme and District Courts, role playing court cases and other legal situations, community surveys, conducting interviews, participating in Bond University and Griffith University programs.

LEGAL STUDIES

<table>
<thead>
<tr>
<th>Pathway:</th>
<th>Authority (OP eligible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCE Points:</td>
<td>4</td>
</tr>
<tr>
<td>Faculty Area:</td>
<td>Business</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>English: ≥ B</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Year 11: One test and one assignment per term
Year 12: Five pieces of assessment per year

COURSE OUTLINE

Semester 1
- The Legal System (Core)
  How does the Australian legal system meet society’s needs?
- Criminal Law (Core)
  To what extent does the criminal justice system balance society’s needs for order?

Semester 2
- Introduction to Civil Obligations (Core)
  Civil agreements and laws of negligence
- Civil Wrongs (Torts) and The Law (Elective)
  How do civil wrongs (Torts) impact on citizens in society?

Semester 3
- Family and The Law (Elective)
  The regulation of family relationships in society
- Human Rights (Core)
  Does the Australian Legal System adequately protect and enforce individual rights?

Semester 4
- Independent Inquiry (Core)
  An independent, self-directed study
  One of the following topics: (Elective)
  (Choice of one topic not studied previously)
Mathematics A

Students are encouraged to use mathematics and a range of available technology to help them in making informed decisions in real-life situations and to be able to justify and communicate their results confidently. Investigative and explorative approaches provide opportunities for students to work collaboratively as well as individually and to foster positive attitudes to the learning and practice of mathematics.

**Pathway:** Authority (OP eligible)

**QCE Points:** 4

**Faculty Area:** Mathematics

**Prerequisites:**
- Mathematics: ≥ C
- English: ≥ C

Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.

**COURSE OUTLINE**

Mathematics A is a two year course consisting of topics arranged in a spiralling and integrated sequence.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Mathematical Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Mathematics</td>
<td>Earnings, taxation, budgeting, spending, consumer credit, investment, depreciation, inflation</td>
</tr>
<tr>
<td>Applied Geometry</td>
<td>Pythagoras theorem, trigonometry, earth geometry, plans and scale drawings, area and volume, construction costs</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Data collection and presentation, summary statistics, sampling, probability, modelling data</td>
</tr>
<tr>
<td>Networks and Queuing</td>
<td>Networks, spanning trees, shortest paths, critical paths, queues</td>
</tr>
<tr>
<td>Navigation</td>
<td>Bearings, use of maps and charts, fixing position, plotting courses</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

Formal assessment techniques will include a written supervised test each term and one written assignment per semester.
Mathematics B is a specialised and academically demanding subject. It requires a high level of mathematical ability as well as a strong commitment to study.

Mathematics B is designed for those students who are contemplating taking a tertiary level course involving further studies in mathematics. The course is formal and often theoretical in nature with an emphasis on algebra, geometry and calculus. Opportunities are provided for students to use mathematical modelling to explore, describe and understand the world’s social, biological and physical environment.

Note that Mathematics B is a prerequisite or a recommended subject for some tertiary courses.

**Pathway:** Authority (OP eligible)

**QCE Points:** 4

**Faculty Area:** Mathematics

**Prerequisites:**
- Extension Maths: ≥ C
- English: ≥ C

Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.

**COURSE OUTLINE**
Mathematics B is a two-year course consisting of the following topics organised in a spiralling and integrated sequence:
- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Optimisation
- Introduction to integration
- Applied statistical analysis

**ASSESSMENT OUTLINE**
Formal assessment techniques will include a written supervised test each term and one written assignment per semester..
Mathematics C is also formal and theoretical in nature and is specifically designed to provide an appropriate background for tertiary courses in Mathematics, Science, Engineering and Surveying. 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 recognize 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.

### Pathway:
Authority (OP eligible)

### QCE Points:
4

### Faculty Area:
Mathematics

### Prerequisites:
Extension Maths: ≥ B

Maths C may ONLY be taken in conjunction with Maths B.

Students must have studied Year 10 Extension Maths.

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### COURSE OUTLINE
Mathematics C is a two-year course consisting of the topics organised in a spiralling and integrated sequence:

- Introduction to groups
- Matrices and applications
- Real and complex number systems
- Calculus
- Vectors and applications
- Structures and patterns
- Advanced periodic and exponential functions
- Dynamics

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### ASSESSMENT OUTLINE
Formal assessment techniques will include a written supervised test each term and one written assignment per semester.
Senior music offers students the opportunity to explore music both past and present and to develop their own style and identity as musicians. Students in this subject perform on their own instruments, analyse a variety of musical styles throughout history and explore composition. As well as developing strong musical skills, music benefits students in other study areas by helping them to improve their concentration, understanding of numeracy and ability to communicate and work in teams.

**ASSESSMENT OUTLINE**

Assessment in senior music falls into three categories – performance, composition and analysis. Performance assesses students’ ability to manipulate musical elements and express musical genre on an instrument. Composition requires students to create their own music. Analysis involves listening to repertoire, analysing the use of musical elements and completing extended written or speaking tasks to demonstrate their understanding. Students complete an assessment in each of these categories for every unit of study. Examples of assessment tasks in senior music include the following:

- **Performance** – individual instrument/vocal performance; performance with an ensemble on an instrument/vocals; accompanying another person’s performance; conducting. Performances must be a minimum of 3 minutes in length.
- **Composition** – recording a song or instrumental piece; written notation of a song or instrumental piece; manipulation of loops to create a song or instrumental piece. In year 11, compositions are to be a minimum of 16 bars or 30 seconds in length; in year 12, a minimum of 32 bars or 1 minute.
- **Analysis** – extended written task; exam; oral; multimedia presentation.

**EQUIPMENT**

Manuscript paper.

Students are welcome to bring their own instruments to school for performance task rehearsals, however, several instruments are available at the school for students’ use during rehearsal.
Physical Education involves the study of specific content through physical activity. The specific content draws from the areas of exercise physiology, sports psychology, biomechanics and sociology to determine and manipulate influences on personal performance.

**ASSESSMENT OUTLINE**
Physical performance assessment will occur for each environment indicated in the above course overview. Physical performance and written / oral performance are equally weighted throughout the course. Assessment methods are chosen to provide students with maximum opportunity for success, and align with components of the Core Skills Test.

**EQUIPMENT**
Hat
Golf clubs (not mandatory)

**COSTS:** This subject uses a higher level of consumable resources and attracts a $55 subject fee.
Physics is the study of the universe and how it works.

Participating in a course of study in Physics will immerse students in both the practical and the contextual aspects of the discipline.

The study of Physics gives students a means of enhancing their understanding of the world around them and a way of achieving useful knowledge and skills in analysing, measuring and inferring.

**COURSE OUTLINE**

**Semester 1**
- Sound (How it is produced, measured and detected)
- The Physics of Sport (Forces and Motion)
- Light (Its nature and its use in optical instruments)

**Semester 2**
- Static Forces (Looking at forces and materials in structures)
- Nuclear Technology (How radioactivity is used, controlled and protected against)

**Semester 3**
- Amusement Park Physics (Investigating motion and forces)
- Electricity (investigating circuits and electrical measurements)
- Quantum Physics (Research into the smallest scales possible)

**Semester 4**
- Cosmology (Research into the largest scales possible)
- Medical Physics (Applying physics to the diagnosis and treatment of human diseases)

**ASSESSMENT OUTLINE**

In general, students will be required to do exams, field reports and written assignments of between 800 – 1500 words (based on research topics and on the design, implementation and analysis of student experiments).

As part of the course, students will be required to attend an excursion to a theme park. This excursion forms an integral part of the course and is compulsory. Data, collected by each student on the excursion, forms a significant part of the assessment for Physics.
Study of Society is a subject that draws upon the disciplines of social psychology, sociology, criminology and cultural anthropology. It encourages an appreciation of the diversity of attitudes, values and beliefs that exist around the world and helps develop an understanding of how we shape and are shaped by our culture. It provides students with ways they might better understand themselves, individuals, groups and institutions within society and across cultures. It encourages students to think critically about the world they live in and be able to justify their opinions.

**Course Outline**

**Semester 1 - What shapes the individual?**

**Investigating socialisation**

This unit looks at various theories of human development and the forces that shape the individual. The unit includes a study on the appropriateness of children’s TV shows as socialising agents and an investigation into adolescence and the pressure to conform.

**Semester 2 - How do people view social behaviour?**

Examining how culture is created and shaped by individuals and communities, and how communities and individuals can shape culture. This unit examines different aspects of culture and compares our way of life with other societies. It looks at how our perception is based on our cultural upbringing and investigates topics such as racism, white race privilege and cultural relativism.

**Semester 3 - Who gets what and why?**

Examining how inequitable practices are established, sustained and challenged within and across structures in Australian society. This unit questions the distribution of wealth and resources in society and explores how these factors can influence an individual’s opportunities to be successful in their society. It explores inequality across a range of categories including socio-economic status, race, gender, education and occupation, as well as investigating the historical and social reasons behind the existence of inequality in society.

**Semester 4 - Who is in control?**

Examining power and social change. This unit analyses the power structures in our society that influence our lives. It questions the fairness of our political and criminal justice systems, as well as looking at the power an individual can have to effect change in society. Debates and discussions around topics such as abortion, euthanasia, heroin shooting galleries, gun control and other controversial issues will encourage students to consider both sides of an issue and to formulate and express their own opinion.

**Assessment Outline**

Assessment tasks include: reports, essays, response to stimulus tests, research tasks, multi-media presentations.
Visual Art is a powerful and creative way for students to make images and objects that communicate meaning. Visual communication is a popular way of interacting for young people and they need to make sense of it and be discriminating.

ASSESSMENT OUTLINE
Students are assessed in the following criteria: visual literacy, application and appraisal. Each semester requires students to produce a major artwork supported by process work presented in a visual diary. The student will also submit one written task per semester of approximately 1000 words in length.

EQUIPMENT:
Visual Journal (may be purchased at uniform shop). At times students need to purchase specialised art materials which may be required for their artwork.

COSTS: This subject uses a higher level of consumable resources and attracts a $55 subject fee

COURSE OUTLINE

YEAR 11
Unit 1
Cell - the exploration, experimentation and manipulation of 2D media including drawing, painting and mixed media

Unit 2
Production – the exploration, experimentation, manipulation and development of 3D media including recycled materials, textiles and other mixed media.

Unit 3
System – looks at how text can be used in art work. Students may choose to work in 2D or 3D media to create a major art work.

YEAR 12
Unit 1
The Human Condition – a negotiated task that explores personal development or that of a particular group of people. Students have a choice of media to work in – digital, drawing, printmaking, photography, painting.

Unit 2
The Environmental Condition – students negotiate to explore issues, beliefs or experiences that are important to them. Students have a choice of media to work in – digital, drawing, printmaking, photography, painting.

Pathway: Authority (OP eligible)
QCE Points: 4
Faculty Area: Visual Arts
Prerequisites: Art: ≥ C

If Junior Art was difficult, then Visual Arts in Practice may a be more appropriate choice as less emphasis is placed on the study of the theoretical aspects of modern art.
Authority
Registered
Subjects
Aquatic Practices students will study the sea and inland water systems of the local area. Students will gain an understanding of the commercial, environmental, recreational and cultural aspects of the marine environment. This course has one practical lesson per week where students must be prepared to get in the water, even if the water is cold! Practical lessons include sailing, snorkelling, fishing and boating. Students will participate in compulsory excursions, such as a dive trip to Cook Island, a sailing trip on the Schooner ‘South Passage’, an introductory scuba dive and a boating day at Southport. Students will also have the opportunity to get their ‘Surf Survival’ certificate, boat licence and marine radio licence.

Safety and behaving in a safe manner is an integral part of this course. Students will be instructed on the safety issues, hazards and workplace health and safety issues in all situations and are required to demonstrate safe working practices at all times.

Due to the nature of this subject, students will need to sign a contract stating that they will participate in all compulsory course unit activities. Non-participation will result in failure to meet course requirements, and lead to withdrawal of the student from the subject.

**Pathway:** Non-OP  
**QCE Points:** 4  
**Faculty Area:** Industrial Technology and Design  
**Prerequisites:** Science: ≥ C

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**COURSE OUTLINE**

**Year 11**

- **Semester 1**
  - Surf survival
  - Surf Culture
  - Coastal Ecology

- **Semester 2**
  - Tourism
  - Fishing
  - Snorkelling & Scuba

**Year 12**

- **Semester 3**
  - Marine Environments
  - Sailing
  - Navigation
  - Marine Radio

- **Semester 4**
  - Marine Mechanics
  - Power Boating

**ASSESSMENT OUTLINE**

Assessment will be based on performance in project based material, written reports, practical demonstrations, written tests, portfolios and field activities. Students will be assessed in three criteria – Knowledge, Practical Skills and Work Preparedness.

**EQUIPMENT**

For specific units of work students will be required to supply their own equipment at times -
- **SNORKELLING:** mask, fins, snorkel
- **SAILING:** Reef Shoes (Available at K Mart for around $10.00)

**COSTS:** This subject uses a higher level of consumable resources and attracts $220.00 subject fee which is required prior to commencement of course.
This course aims to provide experience to work in the field of dance. It provides opportunities for students to develop creativity through useful dance and Arts skills. The course also allows students to gain skills in using software packages such as Microsoft Office, Adobe Photoshop, and Movie Editing Software. Additionally, students will learn to perform for a live audience.

**ASSESSMENT OUTLINE**
Students are assessed progressively throughout the two year course using Knowing, Exploring and Expressing criteria. These assess the creative process of forming dance works that communicate intent. They also assess the technical and expressive demands of dance. The understanding of how and why dance is made, the techniques used in its design, its stylistic elements and analysis of the Dance components.

All skills required for achievement in Year 12 are practised in Year 11.

**EQUIPMENT**
Dance shirt and appropriate dance attire.

**COSTS:** There may be one assessment piece per year which will require students to attend a workshop. The excursion will cost approximately $20
Drama in Practice

This course aims to provide students with the experience required to work in the field of drama. It provides opportunities for students to develop creativity through useful drama and Arts skills. The course also allows students to gain skills in using software packages such as Microsoft Office, Adobe Photoshop, and Movie Editing Software. Additionally, students will learn to perform for a live audience.

**ASSESMENT OUTLINE**

Students are assessed progressively throughout the two year course using Knowing, Exploring and Expressing criteria. These assess the creative process of forming drama works that communicate to an audience. They also assess the technical and expressive demands of drama and assess understanding of how and why drama is made, the techniques used in its design, its stylistic elements and analysis of the Elements of Drama.

All skills required for achievement in Year 12 are practised in Year 11.

**EQUIPMENT**

Black t-shirt and pants (or leggings).

**COSTS:** There may be one assessment piece per year which will require students to attend a workshop. The excursion will cost approximately $20.
Early Childhood Studies

This subject looks at how the first five years of life are critical for shaping children’s future growth and development, wellbeing and learning. There is a focus on the importance of play in the early years.

An essential part of the program is for students to interact with children of preschool age. To participate in this it is very important for students to obtain a Blue Card for working with young children in Queensland. This application needs to be made at the end of Year 10 by going online to www.bluecard.qld.gov.au as this can take 6-8 weeks to process. The completed form and identification must be presented to the Industry Liaison Officer in the library.

Year 11 Students will complete activities, one morning a week in local child care facilities. Year 12 Students will operate, one morning a week, a community based playgroup here at school.

ASSESSMENT OUTLINE
Formal assessment included the completion of:
- written exams
- assignment/folio work
- practical participation in child care/playgroup

COURSE OUTLINE

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children – conception to birth</td>
<td>Child development – birth to 6 years of age</td>
</tr>
<tr>
<td>Working in the Childcare Industry</td>
<td>Attending Community Centre</td>
</tr>
<tr>
<td>Attending Community Centre</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health – nutrition, diseases, immunisation</td>
<td>Play</td>
</tr>
<tr>
<td>Running school based playgroup</td>
<td>Running school based playgroup</td>
</tr>
</tbody>
</table>
English Communication

This course is designed to:
- Improve student communication skills
- Enhance student understanding of communication within the community, particularly those related to the media
- Encourage understanding and enjoyment of a wide range of literary and screen experiences, such as plays, novels, films and television programs.

COURSE OUTLINE

Semester 1
'Living My Generation'
Students read novels exploring Teenager issues that are current and relevant to their lives. They reflect on the novel through a Review and a Speech promoting responsible Teenage behaviour.

'Exploring Boundaries'
Students look at Conflict Resolution and develop strategies to communicate in the Workplace. In Term 2, students identify and resolve a conflict with a Travel Agency and a customer.

Semester 2
'People and Penalties'
Students study the damage done and make a Social Commentary on Crime and Punishment. They reflect on character representations in Autobiographies on rehabilitated criminals.

'Chance or Choice: Gambling'
Students study the dangers of addictive behaviour that impact on Australian life such as gambling, alcoholism and drugs.

Semester 3
'Talking 'bout My Generation'
Students read novels which relate to youth and the community. They recognise the significance of promoting responsible teenage behaviour.

'Traumas and Trials'
Students study the role of the Australian Police in our society. They further examine the benefits and dangers of technology and its impact on society.

Semester 4
'Rocking and Revelling'
Students plan an event from its proposal to its completion and reflection.

'Talking 'bout My Generation'
Students compare the representations of youth and their relationships in various forms of media.

ASSessment OUTLINE
Assessment includes written and spoken texts: Reviews, Speeches, News Reports, Letters and a Folio of Workplace Documents.

Pathway: Non-OP
QCE Points: 4
Faculty Area: English
Prerequisites: Nil
Students who are not achieving higher than a C in Year 10 English or are planning on going to TAFE or looking at paid employment.

English Pathways

7-10 English

(Non-OP)

11-12 English

(Non-OP)

11-12 English Communication

CAREER PATHWAYS
Journalist
Lawyer
Announcer
Teacher
Director
Interpreter
Foreign Affairs and trade officer
Linguist
Writer
Script Writer

CAREER PATHWAYS
Secretary
Receptionist
Nurse
Public Servant
Child Care Worker
Film and TV Editor
Film and TV Producer
Author
Librarian

35
Hospitality Practices

This course of study introduces students to important elements of hospitality work – workplace hygiene and safety, career paths, working with others, along with food production and service.

Practical cookery is an important part of the program. Students must provide ingredients for take-home cookery activities and the school will provide foods for group work tasks.

A course outline listing practical days/dates and recipes is distributed at the beginning of each term.

Pathway: Non-OP
QCE Points: 4
Faculty Area: Home Economics
Prerequisites: nil

- This subject cannot be selected with Hospitality Studies.
- An interest in food production and a commitment to functions outside normal class time (on occasions) is required.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality and Production - An Introduction</td>
<td>Meal Planning</td>
</tr>
<tr>
<td>▪ Knife Skills</td>
<td>▪ Lunches</td>
</tr>
<tr>
<td>▪ Food Presentation &amp; Garnishing</td>
<td>▪ Dinners</td>
</tr>
<tr>
<td>▪ Appetisers and side dishes</td>
<td>▪ Preparing for culinary competitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Awareness</td>
<td>Gourmet Cookery</td>
</tr>
<tr>
<td>▪ Cultural knowledge and understanding</td>
<td>▪ Small business study</td>
</tr>
<tr>
<td>▪ Sensitivities to foods and accommodation</td>
<td>▪ Cakes, pastries, jams, preserves, confectionery</td>
</tr>
<tr>
<td>▪ Widening knowledge of ingredients, cooking methods, menus, service</td>
<td>▪ Study Area Core</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

1. Practical Tasks – Individual and team components of function and event planning and implementation
2. Written Reports – Investigation of current issues
3. Written Tests - Closed book with test conditions; Multiple choice and short response questions

EQUIPMENT

Equipment is supplied.
Uniforms for functions and competitions are available from the Book Room.

COSTS: This subject uses a higher level of consumable resources and attracts a $55 subject fee.
This course aims to provide students with the experience and skills required to work in the Media industry. It provides opportunities for students to develop creativity through useful technology and Arts skills. The course also allows students to gain skills in using software packages such as Adobe Photoshop, PremierPro, Audacity and Movie Editing Software. Media Arts in Practice aims to keep students up to date with current commercial arts skills and practices.

Although techniques and some briefs are compulsory, students are encouraged to develop their own ideas. As well as design studio practices, students may develop a variety of highly finished illustrations, photographs, radio recordings or video documents. A large part of the course covers Computer Graphics and Digital Imagery, further developing IT skills.

**ASSESSMENT OUTLINE**
Assessment is folio based; for example, Unit 1: I Want My MTV: students may choose to present a folio using one of the following media: Computer based Photoshop, 3D model, Video recording or photographs. Also a written artist statement must accompany this.

**COSTS:** This subject uses a higher level of consumable resources and attracts a $55 subject fee.
Prevocational Mathematics

This subject is designed to foster an attitude of success for those students who have found Junior Mathematics difficult. The course aims to provide learning activities with practical applications encountered in everyday life. It aims to help students improve their numeracy by building their confidence and success in making meaning of mathematics.

The course is based around the study of five topics – number, data, location and time, measurement and finance. These topics are integrated into teaching and learning contexts that are meaningful and relevant to the students. This subject can provide the basis for students to continue their education through TAFE courses. It assists students who wish to undertake traineeships and apprenticeships leading to a wide range of career opportunities. Work covered in class should be reviewed and practiced each night.

<table>
<thead>
<tr>
<th>Mathematics Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7-10</strong> Maths</td>
</tr>
<tr>
<td>(Non-OP)</td>
</tr>
<tr>
<td><strong>11-12</strong> Prevocational Maths</td>
</tr>
</tbody>
</table>

**CAREER PATHWAYS**
Retail
Business Administration
Carpentry
Building
Bricklaying
Plumbing

**ASSESSMENT OUTLINE**
Formal assessment tasks will include in-class quizzes as well as one investigation, practical task, oral presentation or report per term.

<table>
<thead>
<tr>
<th>Pathway:</th>
<th>Non-OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCE Points:</td>
<td>4</td>
</tr>
<tr>
<td>Faculty Area:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a Gamble</td>
<td>Earning Money, Paying Tax</td>
</tr>
<tr>
<td>Travelling in the local Area</td>
<td>Statistics in Sport</td>
</tr>
<tr>
<td>Health and Exercise</td>
<td>Cars and Mobile Phones</td>
</tr>
<tr>
<td>Maths in Hospitals</td>
<td>Poverty and Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travelling Overseas</td>
<td>Costs of Renting</td>
</tr>
<tr>
<td>Investing Your Money</td>
<td>Renovating Property</td>
</tr>
<tr>
<td></td>
<td>Organising an Event</td>
</tr>
</tbody>
</table>
This course provides students with the opportunity to build and consolidate healthy lifestyle habits and personal fitness.

This is a course designed for students who have an enthusiasm for physical activity and recreation. The emphasis is on participation, not competition. It should be noted that there is a balance between physical, written and oral assessments, each assessment piece is equally weighted.

**ASSESSMENT OUTLINE**
Each of the units studied will contain at least one written or oral assessment item, and one performance assessment item.

The following genres will be utilised:
- Investigation – written or multi-modal
- Project – combination of written and practical
- Exam
- Practical performance
Social and Community Studies is designed to teach students life skills. Topics covered in this course of study are mental health, relationships, budgeting, healthy cooking, identity and current social issues. Some tasks require students to work as part of a team and others focus on the development of relationships between the local community and the students.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong> : Exploring aspects involved in the managing of relationships between themselves and others. They will learn how to maintain healthy relationships and how to act respectfully.</td>
<td><strong>Health, Food and Nutrition</strong> : The focus of this unit is on teaching students about personal health, nutritious food and healthy practices in the kitchen.</td>
<td><strong>Gender Identity</strong> : Students will develop an understanding of how gender is constructed and of the sexual identities present in our society.</td>
<td><strong>The Law and You</strong> : This unit aims to educate young people about the laws that affect them. Students look briefly at how laws are made and sentencing factors and then case studies are used to illustrate how people end up in legal predicaments they would rather not be in.</td>
</tr>
<tr>
<td><strong>Money Management</strong> : Students will study personal income management and how individual’s best meet their financial obligations.</td>
<td><strong>Today’s Society</strong> : This unit focuses on modern social issues. It is student guided where, as a class, they choose the topics to be studied at the beginning of the unit.</td>
<td><strong>Health, Recreation and Leisure</strong> : Students will learn about the relationship between recreation and physical and mental health. They will plan and participate in healthy recreational activities.</td>
<td><strong>The World of Work</strong> : Within this unit students write a resume, practice interviewing skills and review the employment market by looking for jobs of interest to them and writing application letters.</td>
</tr>
</tbody>
</table>

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**ASSESSMENT OUTLINE**

In the course of their studies, students will collect, analyse and organise information from a variety of sources, assessing it for relevance, accuracy and completeness. They will be involved in communicating ideas and information and presenting them in a range of forms and genres, and for a variety of audiences.
Visual Arts in Practice

This subject focuses on students engaging in art-making processes that may be suitable for use in the wider community. It may lead students to further education or employment in Creative Arts.

ASSESSMENT OUTLINE
Each semester assessment will include:
- Practical tasks
- Written projects
- Work folios

CAREER PATHWAYS
Bachelor Degrees in Arts
Creative Arts Educator
Arts Administrator
Artist

CAREER PATHWAYS
Arts Technology Designer
Fashion Design Interior Design Architect Draftsman

PATHWAY:
Non-OP

QCE POINTS:
4

FACULTY AREA:
Visual Arts

PREREQUISITES:
Nil

COURSE OUTLINE

YEAR 11

TERM 1
Logo Art – explores logo art and creation of work for a particular purpose. Designs are presented on a T-shirt.

TERM 2
Wearable Masks – looks at masks for disguise, performance or entertainment.

TERM 3
Craft Markets – looks at how craft can be used as a small business. Activities are based on student interest.

TERM 4
Photography – explores how images can capture a moment in time.

YEAR 12

TERM 1
Public Art – the unit looks at 3D art work and how it can be used to enhance public places.

TERM 2
Surface/Textile Print – involves the design and creation of a print to be transformed into a functional product.

TERM 3
Wearable Art – the development of skills and techniques to produce a wearable art product.

TERM 4
Garden and Patio Art – the design and development of a ceramic product for an outside environment.

COSTS: This subject uses a higher level of consumable resources and attracts a $55 subject fee.
Vocational Education & Training (VET)
RTO Code – 30085
Certificate II Furniture Making (MSF 20313) - VETIS supported

The course is project-based and comprises a number of specific but inter-related units of competency, in which students have the opportunity to demonstrate their competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities. Students build on the skills acquired in Year 10 and begin modular and basic construction of furniture. The course is delivered in partnership with ‘Train Assess Australia’ and is additionally funded under the Vetis Queensland government training incentives. Students can only complete one (1) Vetis funded course whilst at school.

Pathway: VET Certificate
QCE Points: Yes
Faculty Area: ITD
Prerequisites: Enrolment suitability application and interview
Delivered by: Train Assess Australia (RTO Code: 1831)

Certificate I Furnishings is preferred, but not mandatory.

COURSE OUTLINE

Semester 1
- Workplace Health & Safety
- Communication in the Workforce
- Skills based activity
- Cabinet

Semester 2
- Measurements & Calculations
- Working Effectively with Others
- Skills based activity
- Coffee Table

Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>MSFFM2001</td>
<td>Use furniture making sector hand &amp; power tools</td>
</tr>
<tr>
<td>MSFGN2001</td>
<td>Make measurements and calculations</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>MSFFF2004</td>
<td>Prepare surfaces for finishing</td>
</tr>
<tr>
<td>MSFFM2002</td>
<td>Assemble furnishing components</td>
</tr>
<tr>
<td>MSFFM2004</td>
<td>Apply sheet laminates by hand</td>
</tr>
<tr>
<td>MSFFM2005</td>
<td>Join solid timber</td>
</tr>
<tr>
<td>MSFFM2003</td>
<td>Select and apply hardware</td>
</tr>
<tr>
<td>MSFFM2006</td>
<td>Hand make timber joints</td>
</tr>
<tr>
<td>MSFFM2007</td>
<td>Follow plans to assemble production furniture</td>
</tr>
</tbody>
</table>

Industrial Technology & Design Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Industrial Technology and</td>
</tr>
<tr>
<td>9</td>
<td>Industrial Technology and</td>
</tr>
<tr>
<td>10</td>
<td>Certificate I Furnishing</td>
</tr>
<tr>
<td>11-12</td>
<td>Certificate II Furniture Making</td>
</tr>
</tbody>
</table>

CAREER PATHWAYS

Carpenter
Cabinetmaker
Plant Operator
Concreter
Site Work
Site Foreman

ASSESSMENT OUTLINE: The course is assessed using the Teacher Observation & Questioning, Practical Projects and Online Safety Tests.

WORK EXPERIENCE: Mandatory work experience 80hrs

EQUIPMENT: Suitable enclosed footwear; Industry standard work wear (steel cap boots, high vis shirt); Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses, aprons and face shields, where necessary in the workshops (these will be supplied by the school).

COSTS: This subject uses a higher level of consumable resources and attracts a $75 subject fee.
This course will provide students with Certificate II level qualification that will assist them finding employment in areas such as mining, building and engineering. The course is project-based and comprises a number of specific but inter-related units of competency, in which students have the opportunity to demonstrate their competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities and students gain an understanding of the engineering industry by introducing them to practical based projects, hand and power tools, welding, occupational health and safety.

The course is delivered in partnership with Train Assess Australia and is additionally funded under the Vetis Queensland government training incentives. Students can only complete one (1) Vetis funded course whilst at school.

### Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15002A</td>
<td>Apply quality systems</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
</tbody>
</table>

### ASSESSMENT OUTLINE

The course is designed to be assessed using the following techniques:
- Teacher Observation & Questioning
- Practical Projects
- Online Safety Tests

### WORK EXPERIENCE

Mandatory work experience 80hrs

### EQUIPMENT

Suitable Industry standard work wear (steel cap boots, long sleeve work shirt and pants)

Students will be required to comply with Workplace Health and Safety practices as explained by teachers and will include, wearing safety glasses, aprons and face shields where necessary in the workshops. These will be supplied by the school.

### COSTS

This subject uses a higher level of consumable resources and attracts a $75 subject fee.
Students will be required to complete a construction white card and a senior first aid course, both can be privately obtained, however the school will host a course approximately $40 and $80 respectively. This course will provide students with Certificate II level qualification that will assist them finding employment in areas such as mining, building and engineering. Students will gain an understanding of the civil construction industry by introducing them to practical based projects around the school, hand and power tools, environmental work practices, welding, occupational health and safety, maintenance of plant and equipment, etc.

**Pathway:**
- VET Certificate
- QCE Points: 4
- Faculty Area: Industrial Technology and Design
- Prerequisites: Junior ITD Enrolment suitability application and interview
- Delivered by: Nerang State High School (RTO Code: 30085)

### Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIENV201D</td>
<td>Identify and assess environmental and heritage concerns</td>
</tr>
<tr>
<td>RIIWHS201D</td>
<td>Work safely and follow WHS policies and procedures</td>
</tr>
<tr>
<td>RIIIRIS201D</td>
<td>Conduct local risk control</td>
</tr>
<tr>
<td>RIIICCM201D</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>RIIISAM203D</td>
<td>Use hand and power tools</td>
</tr>
<tr>
<td>RIIICOM201D</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>RIIBEF201D</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>RIIISAM201D</td>
<td>Handle resources and infrastructure materials and safely dispose of nontoxic materials</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid – Delivered by: Central Synergy Pty Ltd (RTO Code: 31486)</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**
The course is designed to be assessed using the following techniques:
- Online WH&S Tests
- Practical Projects
- Classwork Folio
- Observations

**WORK EXPERIENCE**

Mandatory work experience 80hrs

**EQUIPMENT**
Protective industry standard work wear (steel cap boots, high-vis shirt)
Students will be required to comply with Workplace Health and Safety practices as explained by teachers and can include wearing safety boots, safety glasses, sunscreen, long sleeve shirts and hats where necessary when working outdoors.
Certificate II In Active Volunteering

This two year course is focused on connecting students into community partnerships, vocational training and further education beyond the High School setting.

Students will actively volunteer in the school and the wider community as part of their course of study.

The Certificate II in Active Volunteering will be delivered in partnership with Volunteering Queensland which provides students with industry recognised skills and qualifications.

This program is designed for Non – Authority Students seeking to gain skills and training in the growing community services sector and eases transition into further training. It also aims to create associations with community members which will enable students to network with businesses in the immediate area.

Students who choose this course of study need to make a commitment to regular work experience and as such there will be an additional contribution to the school resource scheme. This program aims to inspire active citizenship by encouraging students to contribute in their local community and organisations across the Gold Coast.

Most importantly, these students will develop confidence that can only be gained through exposure to the workforce and experience in the field. The skills they learn will be transferrable.

**COSTS:** This subject uses a higher level of consumable resources and attracts a $55 subject fee.
Special Education Program (SEP)
SEP Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to equip students with skills required for a successful life and future gainful employment.

**Course Outline**

Each semester students study some aspects of the following topics using a multidisciplined approach:

**Semester 1 – 2**
- Number, place value
- Area, shape, perimeter
- Fractions, decimals and measurement
- Money

**Semester 3 - 4**
- Time concepts
- Basic operations
- Calculator use
- Problem solving: written and numerical

The course is designed to cater for the broad range of skills, attitudes and needs of students. Students study topics which have relevance to them. Because these contexts encourage co-operation and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

**Assessment Outline**

Students are assessed throughout the course. The forms of assessment vary but include: short answer test, pop quizzes, and bookwork.
SEP Work Readiness is a Special Education course for students who wish to enter the workforce. This course will help prepare students for the world of work, covering such topics as listed below. Within this course, students may be able to complete a Certificate I in Business. Successful completion of this course will give the student 2 points towards their QCE should that be their learning pathway.

**CONDITIONS:**
Complete 20 - 40 hours work experience during the course - placement to be sourced by the student. To be undertaken either as one day per week or during exam block or during the last week of term.

**ASSESSMENT OUTLINE**
Students are assessed through:
- Written folio of work
- Oral presentations
- Booklets
- Short Answer Tests
- Interviews

**CAREER PATHWAYS**
Supported employment through Disability Employment Service (DES) providers.
- Provide on the job training in a range of industries
- Resume development
- Training in interview skills
- Ongoing support in a job if needed
- Access workplace modifications

**COURSE OUTLINE**

| Semester 1 | Administration in the work environment
| WHS procedures: work safely
| Organise and complete daily work activities |
| Semester 2 | Operate a personal computer in the workplace
| Develop keyboard skills
| Apply basic communication skills
| Apply an enterprising approach in a team project
| Participate in a structured workplace.
| Work experience of 20 - 40 hours |
| Semester 3 | Apply basic communication skills
| Operate a personal computer in the workplace
| Develop keyboard skills
| Develop career and learning |

**Special Education Program Pathways**
- 7-8 Special Education Program
- 9-10 Foundation History, Mathematics, Science
- 11-12 Foundation Mathematics
- 7-8 SuccessMaker
- 9-10 SuccessMaker
- 11-12 SuccessMaker
SuccessMaker

The SuccessMaker Program is an intensive literacy program offered to students to continue improving their basic reading skills, like comprehension and word recognition.

Although this will usually be an ongoing program only until Year 10, it will continue for some students into their senior phase at the discretion of the Head of Special Education Services (HOSES). Student numbers, staffing and capacity influence this decision.

**Pathway:**
- QCIA

**QCE Points:**
- Not Applicable

**Faculty Area:**
- Special Education

**Prerequisites:**
- Nil

**ASSESSMENT OUTLINE**
Assessment is carried out each semester to determine student progress in reading age.

**CAREER PATHWAYS**
Supported employment through Disability Employment Service (DES) providers.
- Provide on the job training in a range of industries
- Resume development
- Training in interview skills
- Ongoing support in a job if needed
- Access workplace modifications

**COURSE OUTLINE**
The program is set at the individual level of the student. The program has four components: a computer program for comprehension; wordlists for word recognition; workbooks for spelling and literacy activities. Seniors may also study for the Learner’s Drivers test.