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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 we hope that students explore all their options before choosing courses.

In making subject choices students must consider:
1. Do I need pre-requisites studies for a tertiary course?
2. Am I good at this subject area?
3. Will I like what I am 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 rank. 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 courses 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)

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. Selection Ranks range from 1 (lowest) to 99 (highest). This depends on courses of study and grades achieved.

Results in the QCS Test can also be used, if the test was sat. The QCS Test result can only be used to moderate the rank upwards, and therefore SR Students may sit the QCS test to try to increase their rank score, but it is not compulsory. More information is available from the Queensland Tertiary Admissions Centre (QTAC).

Examples:
- A student studying only Authority-Registered subjects who finished Year 12 with High Achievements (HA) in their 5 best subjects would have got a SR of between 58 and 60, which equates to an OP of between 20 and 22.
- A student, who exited with HA grades for a course consisting of the 4 Authority subjects of English, Maths A, Chemistry, and Art, along with an Authority Registered subject, would have got a SR of between 70 and 76, which equated to an OP of between 12 and 14.

Examples of schedules used (these will vary from year to year)

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Level of Achievement</th>
<th>Weighted average of best 20 semesters</th>
<th>QCS Test Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Authority Registered Subjects</td>
<td>0.1 0 1 2 4.1</td>
<td>7.50 - 7.99</td>
<td>89 87 86 84 83</td>
</tr>
<tr>
<td>Biology</td>
<td>0.7 3 6 8 9.4</td>
<td>7.00 - 7.49</td>
<td>84 83 82 80 79</td>
</tr>
<tr>
<td>Dance</td>
<td>0.7 2 3 5 7.4</td>
<td>2.00 - 2.49</td>
<td>60 59 59 59 58</td>
</tr>
<tr>
<td>English</td>
<td>0.7 3 5 8 9.1</td>
<td>1.50 - 1.99</td>
<td>59 59 59 58 58</td>
</tr>
<tr>
<td>Graphics</td>
<td>0.7 3 4 7 8.4</td>
<td>1.00 - 1.49</td>
<td>59 59 58 58 57</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0.7 2 4 6 8.2</td>
<td>0.50 - 0.99</td>
<td>59 58 58 57 57</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>0.7 2 4 6 7.4</td>
<td>0.00 - 0.49</td>
<td>59 58 57 57 57</td>
</tr>
</tbody>
</table>

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).
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</td>
</tr>
<tr>
<td>(12-20 credits)</td>
<td>• VET Certificate II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• VET Certificate III–IV*</td>
<td>6 – 8</td>
</tr>
<tr>
<td></td>
<td>• School-based Apprenticeships</td>
<td>2 - 6</td>
</tr>
<tr>
<td></td>
<td>• School-based Traineeships</td>
<td>4 - 8</td>
</tr>
<tr>
<td>ENRICHMENT</td>
<td>• A level of a recognised certificate or award in areas such as music, dance, drama, sport and community development</td>
<td>1</td>
</tr>
<tr>
<td>(max of 8 credits)</td>
<td></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 its equivalent)</td>
<td>2</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; OR</td>
<td></td>
</tr>
<tr>
<td>• At least a C on the Queensland Core Skills Test</td>
<td></td>
</tr>
</tbody>
</table>

| Numeracy                                                                                      |                  |
|------------------------------------------------------------------------------------------------|                  |
| • At least a C in a semester of Prevocational Maths or Maths A, B or C; OR                     |                  |
| • At least a C on the Queensland Core Skills Test                                             |                  |

^ 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><strong>Aquatic Practices</strong></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 in Practice*</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>Skills for Work and VET (Vocational Education &amp; Training)</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Certificate II Furniture Making (MSF20313) *</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Certificate II Engineering (MEM 20105) *</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Cert II Resources and Infrastructure Work Preparation</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Certificate II in Sampling and Measurement</td>
</tr>
<tr>
<td>Modern History</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>
</tbody>
</table>

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

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.

<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>

**Aquatic practices attracts an additional annual fee of $200.00 which must be paid prior to acceptance of a placement in this subject.
Certificate I Furnishing and Engineering are partly funded by Vetis but incur an additional $150

Non Compulsory Additional Costs

<table>
<thead>
<tr>
<th>Non Compulsory Additional Costs</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop Program</td>
<td></td>
<td>$125.00</td>
</tr>
<tr>
<td>Instrumental Music Hire</td>
<td></td>
<td>$100.00</td>
</tr>
<tr>
<td>Voluntary P &amp; C Contribution</td>
<td></td>
<td>$30.00</td>
</tr>
<tr>
<td>Graphics Calculator Hire – Year 11</td>
<td></td>
<td>$70.00</td>
</tr>
<tr>
<td>Graphics Calculator Hire – Year 12</td>
<td></td>
<td>$90.00</td>
</tr>
</tbody>
</table>
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 Practices and 2 electives (choice of 2 Certificate II Engineering, Certificate II Furniture Making and Certificate II Resource and Infrastructure Work Preparation /Civil).

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

The program will be delivered in partnership with Train Assess Australia and operate from the new Trade Skills Centre Gold Coast Resources Industry Trade Skills Centre (GCRITSC) at Nerang SHS scheduled for completion start 2016.

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

# Therefore, a commitment needs to be made to regular work experience, $150 fee (approximately) additional to the school resource scheme and provision of Industry standard Personal Protection Equipment (steel cap boots, clothing).

As positions numbers are limited, please complete the application provided. Priority will be given to students seeking genuine pathways into this Industry and payment of initial fees when required.
Subject Overviews
Business Pathways

7

8

9

Business and Technology Studies (BTS)

10

Business Communications and Technologies (BCO)

11 +

12

Business Communications and Technologies (BCT)

Legal Studies

Legal Studies

(CAREER PATHWAYS)

Accountant
Business Analyst
Corporate
Treasurer
Economist
Exporter/Importer
Financial Planner
Foreign Affairs & Trade Officer
Hotel Manager
Human Resources Officer
Industrial Relations Officer
Management Consultant Marketing Officer
Public Relations Officer
Records Manager
Lawyer
Legal Aid
Solicitor
Stockbroker
Tourism Manager
Trade Manager
Trade Analyst
Trade Union Official
Training Officer
Valuer
English Pathways

7

English

8

English

9

English

10

English

11 + 12

English

English Communication

CAREER PATHWAYS

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

Secretary
Receptionist
Nurse
Public Servant
Child Care Worker
Film and Television Editor
Film and Television Producer
Author
Management Consultant
Librarian
Health and Physical Education Pathways

- Health and Physical Education
  - Health and Physical Education
  - Health and Physical Education
  - Health and Physical Education

11 + 12

Physical Education
Recreation

CAREER PATHWAYS

Health & Physical Education Teacher
Sports Sciences
Psychology
Coaching
Trainers

Coaching
Outdoor Education
Leisure Management
Fitness Trainer
Home Economics Pathways

7  Home Economics
8  Home Economics
9  Home Economics
10 Catering
11 Hospitality Studies
12 Hospitality Practices

CAREER PATHWAYS

Fashion Designers, Clothing Manufacturer, Certificate and Diploma level courses in community studies, Event Management, Bachelor of Human Nutrition / Food Technology, Bachelor of Education / or Early Childhood, Bachelor of Applied Design (Fashion)
** Some students may be eligible to apply for direct entry into some tertiary courses in Child Care & Fashion offered at Gold Coast Tafe, Griffith University and Private providers.

School based traineeship, Apprenticeship Guest Liaison, Food & Beverage Supervisors, Bar Attendants, Chefs, Butcher, Baker, Hotel Management, Marketing Coordinators, Airline Personnel, Teacher, Lecturer, Business Manager, Bachelor of Restaurant & Catering Management, Business School based traineeship, Apprenticeship Guest Liaison, Food & Beverage Supervisors, Bar Attendants, Chefs, Butcher, Baker, hospitality & tourism.
** Some students may be eligible to apply for direct entry into some tertiary courses in Tourism, Hospitality offered at Gold Coast Tafe, Griffith University and Private providers.
Humanities Pathways

SEMESTER 1
Ancient History, Geography or Study of Society

SEMESTER 2
Students will have the opportunity to choose one of the following subjects as a course of study:
- Citizenship Education
- Geography

Ancient History

Geography

Modern History

Study of Society

Social and Community Studies

Careers Pathways

Archaeologist
Anthropologist
University Lecturer / Academic
Criminologist
Defence Force
Diplomat
University Lecturer
Political Scientist
Foreign Affairs and Trade Officer
Archivist
Lawyer
Researcher
Teacher
Historian
Author

Urban planning
Demographer
Environmental management
Landscape Architect
Teacher
Cartographer
Surveyor
Geographical Information
Specialist
Climatologist
Transportation management
Hydrologist
Policy Analyst
Population Planning
Eco Tourism

Archaeologist
University Lecturer / Academic
Criminologist
Defence Force
Diplomat
University Lecturer
Political Scientist
Foreign Affairs and Trade Officer
Archivist
Lawyer
Researcher
Teacher
Historian
Author

Administrator
Aged and Disability
Campaign Manager
Case Worker/Manager
Community
Development Worker
Community Liaison Officer
Coordinator of Social Services
Demographer
Diplomat / Foreign Affairs and Trade Officer
Disability Services Officer
International Aid/Development Worker
Journalist
Juvenile Justice Officer
Librarian
Sociologist
Support Worker

Youth Worker
Child Care
Retail Assistant
Social Worker
Community Liaison Officer
Humanities – LOTE Pathways

7
Japanese

8
Japanese

9
Japanese

10
Japanese

11

12
Japanese

CAREER PATHWAYS
Diplomat
Translator
Retail assistant
Teacher
Computer
Programmer
Events coordinator
Supervisor in Hotels, Casinos
Foreign Affairs and Trade Office
Public Servant
Tour Guide
Wedding Planner
Journalist
TV Presenter
Industrial Technology and Design Pathways

7 Industrial Technology and Design

8 Industrial Technology and Design

9 Graphics
   Industrial Technology and Design
   Civil Construction

10 Graphics
   IPT
   Certificate I
   Furnishing
   Civil Construction

11 (OP)

12 Graphics
   IPT
   Certificate II
   Furniture Making
   Certificate II
   in Resources and Infrastructure Work Preparation
   Certificate II Engineering
   Aquatic Practices

CAREER PATHWAYS

Architectural designer
Graphics designer
Builder
Industrial designer
Cartographer
Interior designer
Design/project
Engineer
Surveyor
Electronic/media illustrator

Plant Operator
Concreter
Site Work
Site Foreman

Cert I Furnishings Manufacturing
Carpenter, Cabinetmaker

Industrial Technology Studies
Carpenter, Cabinetmaker,
Welding, Sheetmaker

Mechanical/electrical engineer
Engineering technician
Technical illustrator
Environmental designer
Technology teacher
Fashion/textile designer
Town planner
Fine artist/illustrator
Geological drafting technician
Mathematics Pathways

7
Mathematics

8
Mathematics

9
Mathematics

10
Mathematics Extension

(11 + 12)
Mathematics A
Mathematics B
Mathematics C
Mathematics A
Prevocational Mathematics

CAREER PATHWAYS

Mathematics A
Tourism
Hospitality
Nursing
Architecture
Administration
Management
Toolmaking
Sheet-metal working
Fitting and Turning
Carpentry
Plumbing
Auto mechanics

Mathematics B and Mathematics C
Mathematics and science education
Natural and physical sciences
Medical and health sciences – biomedical, nanoscience, forensics.
Engineering – avionics, chemical, civil, electrical, mechanical and mining.
Information technology
Computer science – electronic and software
Pure mathematics
Statistician

Prevocational Mathematics
Not a tertiary prerequisite.
Retail
Business Administration
Carpentry
Building
Bricklaying
Plumbing
Performing Arts - Dance Pathways

7
Dance or Dance Excellence

8
Dance or Dance Excellence

9
Dance or Dance Excellence

10
Dance or Dance Excellence

11
Dance

12
Dance in Practice

CAREER PATHWAYS
Bachelor Degrees in Arts
Dancer
Creative Arts
Theatre Studies
Certificate IV courses in Musical Theatre
Educator
Arts Administrator
Dance Education Degrees
Choreographer
Performing Arts - Drama Pathways

7

Drama or Drama Excellence

8

Drama or Drama Excellence

9

Drama or Drama Excellence

10

Drama or Drama Excellence

11

Drama

12

Drama in Practice

CAREER PATHWAYS

Bachelor Degrees in Arts
Arts
Actor
Creative Arts
Theatre Studies
Certificate IV courses in Musical Theatre
Educator
Arts Administrator
Director
TV Host
Performing Arts – Multi Media Pathways

10

Media Arts in Practice

(NON OP)

Media Arts in Practice

CAREER PATHWAYS

Bachelor Degrees in Arts
Actor
Creative Arts
Theatre Studies
Educator
Arts Administrator
Director
TV Host
Radio Announcer
Journalist
Publisher
Script Writer
Publicity Officer
Performing Arts - Music Pathways

<table>
<thead>
<tr>
<th></th>
<th>Music or Music Excellence</th>
<th>Instrumental Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Music</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>10</td>
<td>Music</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>11</td>
<td>(OP)</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CAREER PATHWAYS**

Music, Creative Arts, Theatre Studies, Certificate IV courses in Musical Theatre, Musician, Educator, Arts Administrator, Composer Conductor, Bachelor Degrees in Arts, Music, Creative Arts, Theatre Studies, Certificate IV courses in Musical Theatre, Musician, Educator, Arts Administrator, Composer Conductor
Science Pathways

7
Science

8
Science

9
Science

10
Science

11
(UP)

12
OP

Biology
Chemistry
Physics
Certificate II Sampling and Measurement
Aquatic Practises

CAREER PATHWAYS
Aviation - engineer, pilot, aircraft maintenance, flight attendant
Boating industry - deck hand, boat skipper, captain, marine mechanic, boat building & fitting, chandler
Education - science teacher, researcher
Engineering - aircraft, mechanical, civil, electrical, chemical, mining, environmental, marine, coastal, ocean
Health - health care services, nurse, occupational therapist, oral health specialist, paramedic, pharmacist, physiotherapist, podiatrist, research speech pathologist, neuropathies
Instructors - boating, snorkelling, surfing, diving.

Medicine - dentist, doctor, medical research, surgeon, vet
Retail - boats, bait shop, aquariums
Scientist - the field is extremely diverse
Teaching - science, primary
Tourism - based around the marine environment
Engineering - marine, coastal, ocean
Marine management - ecotourism guide, environmental manager
Other - marine management, food & quality control, lab tech, science consultant, geologist, zoologist, marine guide, lifeguard, marine mammal trainer, marine management, naval architect, marine sales & marketing.

Deckhand, Retail, Surf Coach, Tourism, Boat Industry.
FSK10213 Certificate I Skills for Vocational Pathways

CAREER PATHWAYS

This course can lead to a school-based apprenticeship and traineeship (SAT), part-time or full-time employment in the following areas:

- Retail
- Hospitality
- Childcare
- Business Administration
- Travel
- Hairdressing

- Tourism
- Events Management
- Health and Wellbeing
- Animal Welfare
- Retail Assistance
Special Education Program Pathways

7

Special Education Program

8

Special Education Program

9

Foundation English  Foundation History  Foundation Mathematics  Foundation Science  SuccessMaker

Special Education Program

10

Foundation English  Foundation History  Foundation Mathematics  Foundation Science  SuccessMaker

Special Education Program

11 + 12

SEP Certificate I Information, Digital Media and Technology  Foundation Leisure  Foundation Mathematics  Foundation Work Readiness  SuccessMaker

Special Education Program
Visual Art Pathways

Bachelor Degrees in Arts
Creative Arts
Educator
Arts Administrator
Artist

Arts Technology Designer
Fashion Design
Interior Design
Architect
Draftsman
Authority Subjects
Ancient History

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Humanities

Prerequisites: Students who have achieved a B or higher in English.

COURSE OVERVIEW
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.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td>Study of Archaeology</td>
<td>Palaeolithic and Neolithic Societies</td>
</tr>
<tr>
<td>Students will understand the nature of archaeological investigations, the developments in archaeological methodology and how these have contributed to our understanding of past societies.</td>
<td>Through this study, students will understand how prehistoric humans responded to environmental challenges and adapted their behaviours to survive and flourish – why the caveman became a farmer. They will select and research the fascinating evidence of a Neolithic site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Funerary Practices</td>
<td>Studies of Everyday Life in Sparta</td>
</tr>
<tr>
<td>Through the investigation of two different cultures, students will begin to understand their diversity, yet how needs that are common to all civilisations were achieved. Ancient evidence that remains from the Egyptians and Chinese cultures provides an opportunity for students to explicitly learn about the similarities between past and contemporary methods of disposal of the deceased.</td>
<td>A teacher guided study of the Spartan society will provide students with the understanding of how the power of the Pharaohs developed from an isolated civilisation with the importance of pyramids and symbols of power and their relevance to the Ancient Egyptian civilisation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td>Studies of Power</td>
<td>Studies of Conflict</td>
</tr>
<tr>
<td>The various aspects of authority, control, superiority, domination and might, through to choice, competence, will and potential will be investigated in the context of ancient Rome during the birth of the Empire under Augustus.</td>
<td>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 achieved his father’s ambitions to conquer the Persian Empire and then laid the foundations for the Hellenistic world of territorial kingdoms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalities in History</td>
<td>Groups in Ancient Societies</td>
</tr>
<tr>
<td>Through a guided inquiry, students will select an individual such as Hatshepsut, Julius Caesar, Emperor Qin, Augustus, Cleopatra Xerxes, Scipio Africanus, Hannibal of Carthage and Pericles and examine their role in shaping the experiences, achievements or history of the people whom they led or from whom they emerged.</td>
<td>Students will learn about the range of aspects that groups may influence within a culture’s social, economic, political and religious conduct. 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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Science

Prerequisites: Students should have achieved at least a B in Year 10 Science. Students should have an interest in living things and be prepared to handle biological materials. Students should also have achieved a C in English as a substantial amount of reading and research is required as part of this course. Students with well-developed reading, comprehension, research and writing skills have an increased likelihood of success. The ability to analyse data is also an asset. Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.

COURSE OVERVIEW

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 and their interactions with each other and with the non-living parts of their environment. The study of Biology is also concerned with the study of the internal workings of animals and plants and how organisms reproduce and inherit characteristics from their parents. Theories of evolution of life on earth are explored. Current Biological Issues such as coastal development and ‘Scientific Whaling’ are also evaluated.

Students who study Biology in Years 11 and 12 at Nerang High also are able to enrol in Griffith Biology and study a Griffith University subject – Cell Biology – concurrently. Success in Griffith Biology results in automatic entry to a related course at Griffith University and accreditation in this course for the Cell Biology subject.

Students who successfully complete Biology can select from a variety of careers. Those who enter tertiary courses study nursing, environmental science, physiotherapy, health sciences, sports medicine, dentistry, medicine, vet science, vet nursing, teaching, coastal management, psychology, pharmacy, general science, biotechnology and marine science. Many also go into TAFE to study horticulture, child care, hairdressing, green keeping and park and wildlife management.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification / Plant Physiology / Ecology</td>
<td>Cell Biology / Animal Physiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproduction / Genetics and Biotechnology</td>
<td>Adaptations / Evolution</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

Students complete two extended experimental investigations and present a seminar on a specific human disease. They study two natural ecosystems (the rainforest and the rocky shore) and prepare a field report from the data collected. They study, first-hand, the adaptations of marine vertebrates and investigate human ancestors. Over the two years, only three major exams are given – on Cell Biology in Semester 2 of Year 11 and on Reproduction, and Genetics and Biotechnology in semester one of Year 12.

As part of the Biology course, students will be required to attend excursions to Hastings Point, Binna Burra and Sea World. Further, students may be invited to visit a University Anatomy Department in Year 12, and Griffith Biology students must also complete practical work at Griffith University. These excursions form an integral part of the course and are compulsory. Data collected and reports based on the excursions form a significant part of the assessment for Biology.

EQUIPMENT

Not compulsory it would be useful to have a laboratory coat to protect a student’s uniform during practical activities.
**Business Communication and Technologies (BCT)**

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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<th>4</th>
</tr>
</thead>
</table>

**Subject Faculty:** Business

**Prerequisites:** Students cannot choose this subject unless a B or higher in Year 10 English is achieved.

**COURSE OVERVIEW**
The course is presented through appropriate business context:
Year 11 – Tourism and Hospitality
Year 12 – Travel

**COURSE OUTLINE**
This two-year course is organised on the basis of 8 topics of study:
Business Environments
International Business
Workplace Health, Safety and Sustainability
Organisation and Work Teams
Financial Administration
Social Media
Events Administration

The underpinning practices that are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills in relation to this course of study is Business Communication and Business Technologies. These underpinning practices are integrated into the topics of study.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation and Work Teams</td>
<td>Workplace Health, Safety And Sustainability</td>
</tr>
<tr>
<td>Business Environments</td>
<td>Events Administration</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Semester 4</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Social Media</td>
</tr>
<tr>
<td>International Business</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**
Assessment includes short and extended written responses and written research (analytical written report and multimodal) responses.

**EQUIPMENT**
Laptop
Chemistry

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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<th>No</th>
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<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Science

Prerequisites: Students should have achieved at least a B in Year 10 Science and must be passing Extension Maths in Year 10. Students must also have achieved a C in English. A substantial amount of reading and research is required as part of this course. Students with well-developed reading, comprehension, research and writing skills have an increased likelihood of success. The ability to analyse data is also an asset. Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.

COURSE OVERVIEW
Students studying Chemistry can develop an interest and understanding of the properties and structure of matter, and the changes which occur in chemical reactions. They will also be encouraged to use an experimental approach to problem solving, and to understand the role of chemical science in the society in which they live. Chemistry is a traditional subject that leads to tertiary study and a host of career options. Studying Chemistry at school enables many students to go on to further study and/or employment in fields such as biochemistry, nursing, engineering, medicine, teaching, physiotherapy, health science, natural sciences, human movements, industrial chemistry, micro-electronics, computer technology, laboratory technology, vet science, biomedical science, environmental science and marine studies.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry. The Tool Box.</td>
<td>Consumer Chemistry</td>
</tr>
<tr>
<td>How Clean is Our Water?</td>
<td>Air. Something We All Share</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems in Balance</td>
<td>Wine – An Artful Process</td>
</tr>
<tr>
<td>Rust, Rust and More Rust</td>
<td>Burn, Baby Burn</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Assessment instruments vary between units. In general, students will be required to perform supervised assessments (exams), extended experimental investigations and extended response tasks (assignments). Excursions are an integral part of the study of this subject. These activities have been planned to enhance the students’ understanding of the subject matter by providing hands-on experience and by demonstrating relevance and importance and application to real-life “everyday” experiences. As per the approved work program, an assessment task is tied to each excursion. As such, student attendance and participation is compulsory.

Examples of excursion venues could include:
- Various sites in the Nerang River catchment area
- Griffith University Laboratories

EQUIPMENT
Not compulsory it would be useful to have a laboratory coat to protect a student’s uniform during practical activities.
## Dance

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Authority Registered (non OP)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>4</td>
</tr>
</tbody>
</table>

Subject Faculty: Performing Arts

Prerequisites: It is advisable, but not essential to have achieved at least a C in Year 10 Dance. It is advisable that students have a good grasp of language skills (both written and spoken) and they have achieved at least a C in Year 10 Core English.

### COURSE OVERVIEW
Dance is a human activity of ancient tradition. It is an ever-changing form of expression. Quality choreography and performance demands physical, academic, musical and social 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.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td>Youth Dance</td>
</tr>
<tr>
<td>The functions of dance – artistic, social &amp; ritual.</td>
<td>Exploring popular dance</td>
</tr>
<tr>
<td>(written analysis and choreographing)</td>
<td>(performance, choreography &amp; appreciation)</td>
</tr>
<tr>
<td><strong>En Pointe to Expression</strong></td>
<td><strong>Take a Challenge and a Chance</strong></td>
</tr>
<tr>
<td>Ballet and contemporary dance.</td>
<td>Post Modern Dance</td>
</tr>
<tr>
<td>(performance and written analysis)</td>
<td>(performance, choreography &amp; appreciation)</td>
</tr>
<tr>
<td><strong>Let Me Entertain You</strong></td>
<td><strong>Reflecting Dance</strong></td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>Exploring dance as a production</td>
</tr>
<tr>
<td>(performance and choreography)</td>
<td>(choice of performance/choreography/appreciation)</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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</thead>
</table>

Subject Faculty: Performing Arts

Prerequisites: It is advisable, but not essential to have achieved at least a C in Year 10 Drama. It is advisable students have a good grasp of language skills (both written and spoken) and that they have achieved at least a C in Year 10 Core English.

COURSE OVERVIEW
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.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Gothic Theatre</strong></td>
<td><strong>Physical Theatre</strong></td>
</tr>
<tr>
<td>Forming – directing the elements in performance.</td>
<td>Forming – Devised concept in the style of physical theatre.</td>
</tr>
<tr>
<td><strong>Commedia</strong></td>
<td><strong>Political Theatre</strong></td>
</tr>
<tr>
<td>Italian renaissance comedy – script writing and group performance.</td>
<td>Forming – devising a folio for an original work.</td>
</tr>
<tr>
<td><strong>Live Theatre</strong></td>
<td><strong>Live Theatre</strong></td>
</tr>
<tr>
<td>Responding – excursion to see professional theatre performance.</td>
<td>Responding – excursion to see professional theatre performance.</td>
</tr>
</tbody>
</table>

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

**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.
English

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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</tr>
</thead>
</table>

**Subject Faculty:** English Department

**Prerequisites:**
- Students who achieved a C or higher and are planning on further tertiary education.
- Students who did not get a C or higher should select English Communication.

**COURSE OVERVIEW**
The purpose of the English course is to empower our 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 create texts to achieve a purpose.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>'Truth is the Key'</td>
<td>'True Blue? On Being Australian'</td>
</tr>
<tr>
<td>Analytical Exposition</td>
<td>Feature Article</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>'Talkin' About My Generation'</td>
<td>'The Truth is Out There'</td>
</tr>
<tr>
<td>Feature Article</td>
<td>Multimodal Presentation</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**
Students are assessed throughout the course. The forms of assessment vary but include:- assignments, unseen tests, and speeches/multi modal presentations.

**EQUIPMENT**
Dictionary
Geography

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Humanities

Prerequisites: Students who have achieved a B or higher in English.

COURSE OVERVIEW
The Geography course is designed as a study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions, the spatial dimension, which focuses on the way environments influence the development of people and their land and the ecological dimension, which considers how humans interact with environments.

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.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing the Natural Environment</td>
<td>Social Environments</td>
</tr>
<tr>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>Responding to Natural Hazards</td>
<td>Managing Catchments</td>
</tr>
<tr>
<td>Students will investigate a number of natural hazards and the damage and loss of life they cause to the community. Students will develop an understanding of their patterns of occurrence and strategies for prevention, mitigation and recovery.</td>
<td>Students will investigate the dynamic nature of river systems and the unique relationships that catchments have with people and the environment. Students will develop an understanding of catchment management and the conservation of biodiversity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources and the Environment</td>
<td>People and Development</td>
</tr>
<tr>
<td>Term 1</td>
<td>Unit 2 or Term 2</td>
</tr>
<tr>
<td>Living with Climate Change</td>
<td>Sustaining Biodiversity</td>
</tr>
<tr>
<td>This unit introduces students to 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.</td>
<td>This unit introduces students to the study of biodiversity and the complex interactions that humans have with the ecosystems which exist around them. Students will develop an appreciation of the life sustaining systems of the biosphere and how we as a society can effectively manage our resources.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Assessment tasks include short response exams, response to stimulus tests, practical exams, field work and presentations.
Graphics (Digital Design Technologies)

Authority (OP eligible)  Yes
Authority Registered (non OP)  No
VET Certificate Qualification  No
QCE Points  Yes

Subject Faculty: Industrial Technology and Design
Prerequisites: 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). Year 9 & 10 Graphics would be advisable but not a prerequisite.

COURSE OVERVIEW
Graphics provides the opportunity to display simple and complex information through visual imagery and representation. Students will 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.
Senior Graphics provides a useful background and understanding for studies and/or careers in Engineering, Architecture, Building (degree and associate diploma level), Drafting, Town Planning and most careers of a technical nature, for example apprenticeships.

COURSE OUTLINE
Years 11 & 12 Graphics concentrate primarily upon the units of:

| Business Graphics | Development of a company including logo’s, 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 done through
- Contextual Based Folios
- Extended Graphical Responses
- Short Response Tests
Hospitality Studies

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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</tr>
</thead>
</table>

**Subject Faculty:** Home Economics

**Prerequisites:** Students who have achieved a C or higher in English. This subject cannot be selected with SAS Hospitality.

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

Hospitality Studies 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.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1/3</th>
<th>Semester 2/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverage Production and Services</td>
<td>Food and Beverage Services/Clubs and gaming services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hospitality Industry</td>
<td>Beverage production and service</td>
<td>Event management</td>
<td>Cultural studies</td>
</tr>
<tr>
<td>Service operations – non-alcoholic / alcoholic beverages</td>
<td>Finance</td>
<td>Service operations – food and beverage service</td>
<td>Human resources – dealing with cultural differences</td>
</tr>
<tr>
<td>Human resources</td>
<td>Marketing</td>
<td>Accountability – law and legislation</td>
<td>Ethics</td>
</tr>
<tr>
<td>Skill development</td>
<td>Skill development</td>
<td>Skill development</td>
<td>Skill development</td>
</tr>
</tbody>
</table>

**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.
**Information Processing and Technology (IPT)**

| Authority (OP eligible) | Yes | Authority Registered (non OP) | No | VET Certificate Qualification | No | QCE Points | 4 |

**Subject Faculty:** Business /Information Technology

**Prerequisites:**
- Students must have achieved C or better in year 10 English
- Students should be enrolled in Maths B or C (Students who select Maths A or Prevocational Maths will be 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 OVERVIEW**

In IPT students will learn about the Processes of Designing, Developing and Evaluating computer solutions for real life problems. 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 will 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 will learn how to design, develop and evaluate online software solutions using JavaScript, PHP, HTML and CSS conducting research into data security and integrity and privacy in online information systems. Students will explore the architecture of intelligent systems and will design, develop and evaluate an artificial neural network.

**COURSE OUTLINE**

Course material comes from the core 6 topics of the syllabus:- Algorithms, Software Programming; Relational Information Systems; Structured Query Language; Social & Ethical Issues and Human-Computer Interaction; Additional topic of Intelligent Systems

**SOFTWARE**

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; 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.

**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 activities during class time will be used to confirm student authorship. Case studies and Projects may involve group work. 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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Humanities

Prerequisites: A previous study of Japanese is highly desirable.

COURSE OVERVIEW
The Japanese course for senior students at Nerang State High School 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.
- QCE Points: 4 points (on successful completion of 4 semesters in Years 11 & 12 exiting at a minimum of an C)
- Bonus Rank Scheme: Students who complete Year 12 Japanese with a C or better will receive 2 bonus rank points for selected Australian Universities (e.g. Griffith University and University of Queensland)
- 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

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>Student Exchange</td>
<td>Celebrations</td>
</tr>
<tr>
<td>Students explore the cultural customs of living as an exchange student in Japan.</td>
<td>Students explore the similarities and differences between Australia and Japan in regards to holidays and festive occasions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>Tourism</td>
<td>Part-time Work</td>
</tr>
<tr>
<td>Students explore Japan as a tourist destination and compare it to Australia.</td>
<td>Students will investigate the world of work and exploring the working conditions and culture of Japan.</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Students will complete assessment tasks that develop their communicative ability. They will also be assessed on their ability to compose and comprehend the Japanese language through the macro-skills of reading, writing, listening and speaking.

EQUIPMENT
5 Subject Notebook and headphones (for listening activities).
Legal Studies (LEG)

| Authority (OP eligible) | Yes | Authority Registered (non OP) | No | VET Certificate Qualification | No | QCE Points | 4 |

Subject Faculty: Business/IT
Prerequisites: Students cannot choose this subject unless they have achieved a B or better in Year 10 English.

COURSE OVERVIEW
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 fields and is very useful for banking, journalism, real estate, medicine, entertainment, tradespersons, counsellors and other fields of employment.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is Law and where does it come from?</td>
<td>• Tort Law – Negligence, trespass, defamation, nuisance. Who will pay the damages bill?</td>
</tr>
<tr>
<td>• Criminal Law – Offences, defences, arrest, court procedures and what are my rights?</td>
<td>• Contract Law – The formation of agreements and remedies for breaches “Buyer Beware”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Two of the following topics: Renting and Buying, Family Law, Jobs, Sport, Consumers, Environment, Technology, Rights and Responsibilities (units selected by student and teacher)</td>
<td>• One unit of independent research</td>
</tr>
<tr>
<td>• Overview of the law in our society</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITIES INCLUDE
Discussion of current issues, research, debate, mooting, visiting the Courts, acting out court room, dramas/role playing court cases and other legal situations, community surveys, conducting interviews, visiting lawyers, banks and businesses and/or the council, participating in Bond University and Griffith University programs.

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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Mathematics

Prerequisites: Students need to have achieved at least a solid C in Year 10 Mathematics to undertake studies in this subject. The literacy demands of this subject means that students should have achieved at least a C in Year 10 English. (Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.)

COURSE OVERVIEW
Mathematics A is designed to be of benefit to those students intending to continue their studies in areas where a mathematics-science is not required, as well as those not intending to continue their formal education past Year 12.

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.

Note that Mathematics A is a useful subject for many careers and courses but cannot be used as a replacement for Mathematics B or Mathematics C when these are specified as essential or recommended.

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

<table>
<thead>
<tr>
<th>Core Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Mathematics</td>
</tr>
<tr>
<td>Applied Geometry</td>
</tr>
<tr>
<td>Statistics and Probability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networks and Queuing</td>
</tr>
<tr>
<td>Navigation</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
A range of both formative and summative assessment will be provided. Formal assessment techniques will include a written supervised test each term and one report or extended modelling and problem solving task per semester.
Mathematics B

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Mathematics

Prerequisites: Students need to have studied Year 10 Mathematics Extension and achieved at least a C to undertake studies in Mathematics B. It is an advantage to have achieved a B or better in 10 Mathematics Extension. 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. Due to the literacy demands of Mathematics B, students should have achieved at least a C in Year 10 English. (Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.)

COURSE OVERVIEW

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. Mathematics B is designed to raise the student’s 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 model situations in order 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.

COURSE OUTLINE

Mathematics B is a two year course consisting of the following core 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

A range of both formative and summative assessment will be provided. Formal assessment techniques will include a written supervised test each term and one report or extended modelling and problem solving task per semester.
**Mathematics C**

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

**Subject Faculty:** Mathematics

**Prerequisites:** Mathematics C may ONLY be taken in conjunction with Mathematics B. Students need to have achieved at least a B in Year 10 Mathematics Extension.

**COURSE OVERVIEW**

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 modeling 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.

**COURSE OUTLINE**

Mathematics C is a two year course consisting of the following core and option topics organised in a spiralling and integrated sequence.

<table>
<thead>
<tr>
<th>Core topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to groups</td>
</tr>
<tr>
<td>Matrices and applications</td>
</tr>
<tr>
<td>Real and complex number systems</td>
</tr>
<tr>
<td>Calculus</td>
</tr>
<tr>
<td>Vectors and applications</td>
</tr>
<tr>
<td>Structures and patterns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options topics studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced periodic and exponential functions</td>
</tr>
<tr>
<td>Dynamics</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**

A range of both formative and summative assessment will be provided. Formal assessment techniques will include a written supervised test each term and one report or extended modelling and problem solving task per semester.
Modern History

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Humanities

Prerequisites: Students who have achieved a B or higher in English.

COURSE OVERVIEW
Modern History explores the people and events of the 19th, 20th and 21st centuries to gain a greater understanding the world as it is today. It offers students the opportunity to learn the global perspective on a range of issues, explore their place in the world and empathise with others.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies of Ideas and Beliefs</strong></td>
<td><strong>Studies in Conflict</strong></td>
</tr>
<tr>
<td>Through historical studies in this theme students will understand how ideas and beliefs have shaped nations and had an influence on history, in local, national and global contexts. Topics of study may include: Liberalism, Jingoism, Fascism, Hegemony, Democracy and USA Foreign Policy and Communism and the Chinese Revolution.</td>
<td>Through investigative studies students will examine the role of ideologies in conflicts in the world since 1945. Topics may include the World Wars, the Cold War and the Arab-Israeli Conflict.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Studies in Conflict</strong></td>
<td><strong>Studies in Hope</strong></td>
</tr>
<tr>
<td>Students will understand the historical origins and continuing influence of some of the major social changes of the 20th Century. Topics may include: gender relations in Australia post WW2, biotechnology: contraception, fertility, genetic modifications in food production, germ warfare and advances in medicine.</td>
<td>Students will define the concept and investigate the importance or function of hope in society. Topics will include: the treatment of Indigenous Australians since 19th Century, Indigenous artists, songwriters and poets and Reconciliation.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Performing Arts

Prerequisites: It is recommended that students can either:
- read music and play an instrument OR
- have completed year 10 music and year 10 English and achieved at least a C in both subjects.

COURSE OVERVIEW
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 will perform on their own instruments, analyse a variety of musical styles throughout history to develop a strong foundation and build on this by composing in contemporary and avant-garde styles. 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.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Lights, Camera, Action!’ – music for film.</td>
<td>‘The Stage’ – songs and instrumentation from popular musicals. ‘Riffs, Ostinatos and Loops’ studying modern music technology. (year 11s only) ‘Individual Approach’ (year 12s only) – an own choice project.</td>
</tr>
</tbody>
</table>

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 performance on an instrument/vocal part; performance with an ensemble on an instrument/vocal part; 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. Length requirements vary according to task.

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

| Authority (OP eligible) | Yes | Authority Registered (non OP) | No | VET Certificate Qualification | No | QCE Points | 4 |

Subject Faculty: Health and Physical Education

Prerequisites: There are no prerequisites but a pass in Year 10 HPE and a high C in English would be an advantage.

COURSE OVERVIEW
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.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill acquisition and the learning of Badminton</td>
<td>Study of energy systems and fatigue in Touch</td>
<td>Factors effecting access to Volleyball</td>
<td>Sports Psychology and Golf</td>
<td></td>
</tr>
<tr>
<td>Written report</td>
<td>Exam Essay</td>
<td>Written Assignment</td>
<td>Multi-Modal Presentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of biomechanics and the performance of golf</td>
<td>Training methods and improving fitness for touch.</td>
<td>Sociological factors influencing participation in volleyball</td>
<td>Sociological factors influencing the use of Genetic engineering in Badminton</td>
<td></td>
</tr>
<tr>
<td>Multi-Modal Presentation</td>
<td>Exam Essay</td>
<td>Written Assignment</td>
<td>Debate</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Science

Prerequisites: Students should have achieved at least a B in Year 10 Science and must be passing Extension Maths in Year 10. Students must also have achieved at least a C in English. A substantial amount of reading and research is required as part of this course. Students with well-developed reading, comprehension, research and writing skills have an increased likelihood of success and the ability to analyse data is also an asset. Individual cases will be considered on merit in the instance of a student wishing to study the subject, but not meeting the prerequisites.

COURSE OVERVIEW

Physics is the study of the universe and how it works. Its applications have produced and continue to produce benefits to our society. Participating in a course of study in Physics will immerse students in both the practical and the contextual aspects of the discipline. It will facilitate the growth of student awareness of the construction of physical understandings from personal, social and global perspectives. The course embraces the intrinsic “hands on” nature of the subject.

The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study in many university subjects. An understanding of Physics adds to and refines the development of students’ scientific literacy.

Students who successfully complete Physics can select a variety of careers. Those who enter tertiary courses study physiotherapy, dentistry, medicine, veterinary science, optometry, architecture, engineering, information technology and finance.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music To My Ears</td>
<td>Architects of the Future</td>
</tr>
<tr>
<td>Physics of Sport</td>
<td>Nuclear Technology</td>
</tr>
<tr>
<td>Seeing the Light</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amusement Park Physics</td>
<td>Cosmology</td>
</tr>
<tr>
<td>Electricity</td>
<td>Medical Physics</td>
</tr>
<tr>
<td>Quantum Physics</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

Assessment instruments vary between units. In general, students will be required to perform supervised assessments (exams), extended experimental investigations (design and evaluate experiments) and extended response tasks (assignments).

An excursion to Dreamworld is an integral part of the study of this subject. Such activities have been planned to enhance the students’ understanding of the subject matter by providing hands-on experience and by demonstrating relevance and importance and application to real-life “everyday” experiences. As per the approved work program, an assessment task is tied to the excursion. As such, student attendance and participation is compulsory.

EQUIPMENT

Home access to the internet is very strongly advised.
Study of Society

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

**Subject Faculty:** Humanities

**Prerequisites:** Students who have achieved a C or higher in the Year 10 course or a minimum of a B in English.

**COURSE OVERVIEW**
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**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>
| **What shapes the individual? Investigating socialisation** | **How do people view social behaviour?**
| 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. | Examining how culture is created and shaped by individuals and communities, and how communities and individuals can shape culture. |

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
</table>
| **Who gets what and why?**
Examining how inequitable practices are established, sustained and challenged within and across structures in Australian society. | **Who is in control?**
Examining power and social change. |
| 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 and looks at the historical and social reasons behind the existence of inequality in society. | 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 the issue and to formulate and express their own opinion. |

**ASSESSMENT OUTLINE**
Possible assessment tasks include: reports, field trip, short and extended written exams, response to stimulus tests, research tasks, multimedia presentation.
**Visual Arts**

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Yes</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

**Subject Faculty:** Visual Arts

**Prerequisites:** Prior achievement – a passing grade of a C or above in Year 10 Art (not Studio Art). If Junior Art was difficult, then Visual Art Studies or Photography may be a more appropriate choice as less emphasis is placed on the study of the theoretical aspects of modern art.

**COURSE OVERVIEW**

**AIM:**
Art can produce many creative, enjoyable and visually rewarding experiences for any participating student through the production and appraisement of visual art works; both their own and selected works from the history of art, in particular modern art. Students research and develop ideas for creative growth and skill development using a wide variety of artistic media. They will acquire knowledge and understanding of artworks and art contexts and learn to appreciate and discriminate within their visual world. In the development of the course both practical and theoretical aspects will be covered. During the course select pieces of artwork may be used as a folio for entry into art courses at tertiary institutions.

**CONTENT:**
During Year 11 emphasis is on diversification and students work within a theme or CONCEPT through SPECIFIED FOCUSES early in the course and SELF DETERMINED FOCUSES at later stages. During Year 12 the emphasis is on specialization and students develop CONCEPTS through SELF INITIATED FOCUSES in several areas. Over the complete course students move gradually from realistic representation and modification through to more expressive works that require “A Journey of Conceptualisation”.

During Year 12 the emphasis is on specialization and students develop CONCEPTS through SELF INITIATED FOCUSES in several areas. Over the complete course students move gradually from realistic representation and modification through to more expressive works that require “a journey of Conceptualisation”.

Students are able to explore a range of artistic techniques including drawing, printmaking, painting mixed media collage, assemblage, sculpture, digital, installation and multimedia. Students create minor and major artworks accompanied by a visual journal documenting the conceptual and using a variety of technical processes.

**ACTIVITIES UNDERTAKEN:**
Students are able to explore a range of artistic techniques including drawing, printmaking, painting mixed media collage, digital, assemblage sculpture and multi-media. Students create minor and major artworks accompanied by a visual journal documenting the conceptual journey and use a variety of technical processes throughout the course.

**EXCURSIONS:**
Students will be expected to attend at least two excursions to art galleries during the course. Students may also submit work for inclusion in combined high school exhibitions such as “Energies” and “Creative Generations” (GOMA).

<table>
<thead>
<tr>
<th>Unit 1 or Term 1</th>
<th>Unit 2 or Term 2</th>
<th>Unit 3 or Term 3</th>
<th>Unit 4 or Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Sense</td>
<td>Inner Sense</td>
<td>Inner Most</td>
<td>Personal Extension</td>
</tr>
<tr>
<td>Major Body of Work/Visual Journal</td>
<td>Appraising Task- 800-1000 Major Body of Work/Visual Journal/Artist Statement</td>
<td>Appraising Task- 800-1000 Major Body of Work/Visual Journal/Artist Statement</td>
<td>Student Directed Students select a body of work/appraising task to extend upon</td>
</tr>
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</tbody>
</table>
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 may 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.
Authority Registered Subjects

Authority Registered Subjects
Aquatic Practices

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
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<th>4</th>
</tr>
</thead>
</table>

**Subject Faculty:** Industrial Technology and Design

**Prerequisites:** It is recommended, but not essential, for students to have achieved a C standard or better for Science in Year 10.

**COURSE OVERVIEW**
Aquatic Practices students will study the sea and inland water systems of the local area. It is the aim of this course that 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.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>- Surf survival</td>
<td>- Tourism</td>
</tr>
<tr>
<td>- Surf Culture</td>
<td>- Fishing</td>
</tr>
<tr>
<td>- Coastal Ecology</td>
<td>- Snorkelling &amp; Scuba</td>
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</tbody>
</table>

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.

**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 approximately a $200.00 subject fee which is required prior to commencement of course.
# Dance in Practice

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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</thead>
</table>

**Subject Faculty:** Performing Arts  
**Prerequisites:** It is advisable, but not essential to have achieved a C or higher in Year 10 Dance.

## COURSE OVERVIEW

This is a practical, hands-on dance course. It provides opportunities for students to develop useful dance and Arts skills and use them responsibly and creatively. 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.

## COURSE OUTLINE

### YEAR 11
- **Two Feet & a Heart Beat**  
  Safe dance and dance as exercise.  
- **Kinderdance**  
  Dance for primary school populations.  
- **Puttin’ On The Ritz & Dance Tech**  
  Exploring the production of dance showcases and music editing.

### YEAR 12
- **Old School**  
  Exploring popular dance and dance for screen.  
- **Professional Movement Portfolio**  
  Exploring how to become an employable dancer.  
- **Dance Production**  
  Exploring the planning and production of live dance showcases and the many jobs associated.  
- **Centre Stage**  
  Exploring dance as a performance.

## 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 and 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 in Practice

<table>
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<tr>
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</table>

**Subject Faculty:** Performing Arts

**Prerequisites:** It is advisable, but not essential to have achieved a C or higher in Year 10 Drama.

**COURSE OVERVIEW**

This is a practical, hands-on drama course. It provides opportunities for students to develop useful drama and Arts skills and use them responsibly and creatively. 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.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance the Night Away</strong></td>
<td><strong>And the Oscar Goes To</strong></td>
</tr>
<tr>
<td><strong>Musical Theatre</strong></td>
<td><strong>Acting for film and TV – making a soap opera</strong></td>
</tr>
<tr>
<td><strong>It’s a Commercial World</strong></td>
<td><strong>Consider the Audience</strong></td>
</tr>
<tr>
<td><strong>Acting for film and TV – making a commercial</strong></td>
<td><strong>Children’s Theatre</strong></td>
</tr>
<tr>
<td><strong>The Stage is Ready</strong></td>
<td><strong>Let’s Get Physical</strong></td>
</tr>
<tr>
<td><strong>Lighting &amp; Sound or Stage Make-up</strong></td>
<td><strong>Physical Theatre</strong></td>
</tr>
<tr>
<td><strong>Sharing in the Community</strong></td>
<td><strong>Mr or Ms Organiser</strong></td>
</tr>
<tr>
<td><strong>Street theatre</strong></td>
<td><strong>Learning how to plan an event</strong></td>
</tr>
</tbody>
</table>

**ASSESSMENT 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 (ECJ)

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
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<tr>
<td>Prerequisites:</td>
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</table>

**COURSE OVERVIEW**

This is a 2 year program with a focus on the early childhood field of study. It aims to promote the wellbeing of young children and an awareness of the importance of quality practices in the wider community.

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.

**COURSE OUTLINE**

**SEMESTER 1**
- Children – conception to birth
- Working in the Childcare Industry

**SEMESTER 2**
- Child development – birth to 6 years of age

**SEMESTER 3**
- Child Health – nutrition, diseases, immunisation

**SEMESTER 4**
- Play

**ASSESSMENT OUTLINE**

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

**EQUIPMENT**

Laptop
English Communication

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
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</tr>
</thead>
</table>

Subject Faculty: English

Prerequisites: 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.

**COURSE OVERVIEW**

English Communication is offered as an alternative to Senior English. It has been developed for those students who plan to enter TAFE or paid employment on completion of Year 12.

- To improve student communication skills
- To enhance student understanding of communications within the community, particularly those related to the media
- To encourage understanding and enjoyment of a wide range of literary and screen experiences, such as plays, novels, films and television programs.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Unit 1</th>
<th>'Living My Generation' Novel Study - Exploring life issues</th>
<th>Unit 2</th>
<th>'Living My Generation' Public Speaking Novel Study - Life issues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 3</td>
<td>'People and Penalties' Social Commentary on Crime and Punishment</td>
<td>Unit 4</td>
<td>'People and Penalties' Reflecting on character representations in crime fiction</td>
</tr>
<tr>
<td></td>
<td>'Chance or Choice: Gambling' Examination of a work related community issue</td>
<td>'Exploring Boundaries' Travel Destinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 3</td>
<td>Unit 1</td>
<td>'Talking 'bout My Generation' Novel Study - Life Issues affecting youth and the community</td>
<td>Unit 2</td>
<td>'Talking 'bout My Generation' Responsibilities and Relationships promoting responsible teen behaviour</td>
</tr>
<tr>
<td></td>
<td>Unit 3</td>
<td>'Traumas and Trials' Commentary on the role of police in our community</td>
<td>Unit 4</td>
<td>'Traumas and Trials' Technology - Examination of social issues associated with technology</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Unit 3</td>
<td>'Rocking and Revelling' Event planning - Plan an event such as the school formal</td>
<td>Unit 4</td>
<td>'Talking 'bout My Generation' Film/Media Unit Compare representations of youth and their relationships in various forms of media</td>
</tr>
<tr>
<td></td>
<td>Unit 4</td>
<td>'Rocking and Revelling' Plan and present a proposal for an event</td>
<td></td>
<td>'Talking 'bout My Generation' Film/Media Unit Compare representations of youth and their relationships in various forms of media</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**

Students will be assessed through a variety of in class tasks both spoken and written.

**EQUIPMENT**

Dictionary
Hospitality Practices

| Authority (OP eligible) | No | Authority Registered (non OP) | Yes | VET Certificate Qualification | No | QCE Points | 4 |

**Subject Faculty:** Home Economics

**Prerequisites:** This subject cannot be selected with Hospitality Studies. An interest in food production and a commitment to functions outside normal class time on occasions.

**COURSE OVERVIEW**
This course is designed to provide an understanding of the hospitality industry. Students have the opportunity to understand issues associated with hospitality workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions. This enables students to investigate hospitality as a possible future career and to develop an awareness of ethical and responsible attitudes in the work environment.

Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

This approach does not provide any vocational units of competency. It involves the following activities:
- participating in workshops using hygienic, safe and efficient work methods to practise food production techniques
- evaluating the suitability of a range of foods for different situations and customers
- planning menus within the constraints of kitchen equipment, utensils, dining area and staff skill levels
- developing menus and completing cost analyses to meet profit requirements for functions

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality and Production - An Introduction</td>
<td>Meal Planning</td>
<td>Cultural Awareness</td>
<td>Gourmet Cookery</td>
</tr>
<tr>
<td>Knife Skills</td>
<td>Lunches</td>
<td>Cultural knowledge and understanding</td>
<td>Small business study</td>
</tr>
<tr>
<td>Food Presentation &amp; Garnishing</td>
<td>Dinners</td>
<td>Sensitivities to foods and accommodation</td>
<td>Cakes, pastries, jams, preserves, confectionery</td>
</tr>
<tr>
<td>Appetisers and side dishes</td>
<td>Preparing for culinary competitions</td>
<td>Widening knowledge of ingredients, cooking methods, menus, service</td>
<td>Study Area Core</td>
</tr>
<tr>
<td>Study Area Core</td>
<td>Study Area Core</td>
<td>Study Area Core</td>
<td>Study Area Core</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**
1. Practical Task – Individual and team components of function and event planning and implementation
2. Written Report – Investigation of Current Issues
3. Written Test
   - Closed book with test conditions
   - Multiple choice and short response questions

**EQUIPMENT**
Equipment is supplied.
Uniforms for functions and competitions are available for borrowing through the Book Shop.

**COSTS:** This subject uses a higher level of consumable resources and attracts a $55 subject fee.
# Media Arts in Practice

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>Yes</th>
<th>VET Certificate Qualification</th>
<th>No</th>
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</thead>
</table>

**Subject Faculty:** Performing Arts

**Prerequisites:** There are no prerequisite subjects, however completion of Yr 10 Multi-Media Studies is highly recommended. Some prior knowledge of Photoshop is desirable, however not compulsory.

## COURSE OVERVIEW

Media Arts in Practice is a practical subject that develops the arts, high levels skills and worthwhile digital folio of drawings, illustrations, films, photographs and designs. Emphasis is placed upon folio presentation, equipping students who wish to further their High School studies at TAFE, Private Arts College or go in an Arts career. However, students not intending to further their arts studies enjoy the satisfaction of developing high-level skills and a folio of high standard finished work. 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. Many digital photography techniques and processes will also be explored in this course.

## COURSE OUTLINE

### YEAR 11

- **Dance the Night Away**  
  Designing Music Videos (Film and Edit Dance Students)
- **Can You Hear it Pumpin’ on the Radio?**  
  Designing and Editing a Radio Show (Design and Edit in Groups)
- **Photography**  
  Stop motion photography and Personal Journal photography
- **Push Play**  
  Design and Marketing of a Music Festival (Design a poster, ticket and line up)

### YEAR 12

- **And the Oscar Goes To**  
  Short Film
- **Captured Movements**  
  Photography Folio (Taking photos and photoshop for finals)
- **Yearbook**  
  Design pages for the Year Book
- **Graduation Dedication**  
  Film/Slide Show or Photo Montage for the Graduation

## ASSESSMENT OUTLINE

Assessment is folio based, for example Unit 1 Custom Design: 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 brief compiling an artist statement must accompany.

## EQUIPMENT

Laptop

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

<table>
<thead>
<tr>
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<tr>
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</tbody>
</table>

**Subject Faculty:** Mathematics

**Prerequisites:** It is an advantage to have achieved a C in Year 10 Mathematics – but not a prerequisite. It is also essential that work covered in class be reviewed and practiced each night throughout the course.

**COURSE OVERVIEW**
This subject is designed to foster an attitude of success for those students who have found Junior Mathematics difficult. For these students Mathematics A is not a suitable option. The course aims to provide a suitable challenge to students by providing learning activities with practical and identifiable real life applications. 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.

Note that this subject does not contribute to a student obtaining an OP. However, it 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.

**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>
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</tbody>
</table>

**ASSESSMENT OUTLINE**
A range of both formative and summative assessment tasks will be provided. Formal assessment tasks will include in-class quizzes as well as one investigation, practical task, oral presentation or report per term.
Recreation

<table>
<thead>
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</thead>
</table>

**Subject Faculty:**  Health and Physical Education

**Prerequisites:**  Nil

**COURSE OVERVIEW**
This course provides students with the opportunity to build and consolidate healthy lifestyle habits and personal fitness. Participation in the selected physical activities is at intensity, beneficial to health.

This course is 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 assessment in physical and written / oral environments, and each assessment piece is equally weighted.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>Weight Training</td>
<td>Peer Coaching</td>
<td>Tournament organisation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>Orienteering</td>
<td>Yr 8 Coaching</td>
<td>Leisure pursuits</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**

Each of the units in the overview above will contain at least one (1) written or oral assessment item, and one (1) performance assessment item. As the program is continually adapting to benefit student interests and abilities, specific assessment cannot be advised. However, the following genres will be utilised;

- Research report
- Written Assignment
- Exams
- Coaching Plans
- Multi-modal presentation
Social and Community Studies

<table>
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<tbody>
<tr>
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<td>Humanities</td>
<td>Prerequisites:</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Social and Community Studies will arouse curiosity and enthusiasm for today’s life roles. This subject will present and explore a range of social forces that shape young minds and mould their identities. Positivity, personal development, responsibility and creativity will be fostered in an effort to inspire civic pride. Social and Community Studies will provide students with the skills to recognise, investigate, navigate and master social situations and life opportunities. They will learn to work as part of a team, problem-solve and use technology to explore and overcome barriers that may result from complex personal, social, cultural, economic or environmental circumstances. This course will teach them the skills to be sociable, resilient and in control of their life.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
</tbody>
</table>

**Relationships**
Students explore aspects involved in the managing of relationships between people.

Students will study topics in personal and social growth, living with and relating to the values and perspectives of others, developing self-management skills and critically analysing the social structures of our community.

**Personal Economics**
Students will study personal income management and how individuals best meet their short term and long term financial obligations. Students will study personal management of income, the relationship between income and lifestyle, managing personal, family and community finances and the role of corporations and government in supporting the community.

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
</tbody>
</table>

**The community and the environment**
This unit explores the range of interactions that humans have with their environment. Students will examine past environmental issues as well as the present day and identify sustainability issues for our future. Students will study the physical environment and the interconnectedness of living things, conservation and community planning, resource management and the role of the community in the environment debate.

**Today’s Society – The real world**
This unit focuses on the shaping of our identities, how communities evolve and the impact of current thought on our future development. Students will explore society’s role in the shaping of our identities and the responsibility of our own learning in developing satisfaction in everyday life. Students will examine the family structure, ethics and the rights of others, how communities change over time and effective community participation.

| **Term 3** | **Term 4** |

**Australian Identity**
Students will develop a greater understanding of Australians and the society in which we live. Students will understand the challenges of being an Australian citizen and consider their role in Australia’s future.

The students will study the influences on individuals growing up in Australia, how Australian society is shaped, the public resources and decision making processes of our nation and effective community participation.

**How to be a discerning consumer – hey, big spender!**
Students will develop their own consumer and financial literacy skills to empower them to make informed choices as a consumer. Students will examine the rights of the consumer, trends in consumption, repercussions of a cashless society and the impact of a consumer society on the community.
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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>Yes</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Faculty:</td>
<td>Visual Arts</td>
<td></td>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW**

This is a practically orientated subject, designed specifically for students who enjoy the practical activity of an art subject but who would find extreme difficulty with the theoretical aspects of the course. This is the type of course that enables the student to acquire skills that can be of great benefit in leisure time activities as well as the workforce.

Students will be involved in a large variety of artistic and fine art based practical activities which will on occasion, reflect art and fine arts made in modern society. Students will study relevant art content in an integrated way at the time they are creating art and fine art works. Students will be instructed on the Workplace Health & Safety Guidelines relevant to practical media units undertaken.

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Art</td>
<td>Fine Art</td>
</tr>
<tr>
<td><strong>Unit 1 or Term 1</strong></td>
<td><strong>Unit 2 or Term 2</strong></td>
</tr>
<tr>
<td>Introduction to Elements and Principles of Design</td>
<td>Sub-Cultures</td>
</tr>
<tr>
<td><strong>Unit 3 or Term 3</strong></td>
<td><strong>Unit 4 or Term 4</strong></td>
</tr>
<tr>
<td>Working Together – The Environment</td>
<td>Printmaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Art</td>
<td>Fine Art</td>
</tr>
<tr>
<td><strong>Unit 1 or Term 1</strong></td>
<td><strong>Unit 2 or Term 2</strong></td>
</tr>
<tr>
<td>Painting - Abstraction Principles of Design</td>
<td>Ceramics</td>
</tr>
<tr>
<td><strong>Unit 3 or Term 3</strong></td>
<td><strong>Unit 4 or Term 4</strong></td>
</tr>
<tr>
<td>Print making – reduction printing</td>
<td>Student Choice – The Self</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**

Folio of work and major work.

Practical work undertaken by students is assessable and constitutes the majority of the assessment program. The main emphasis will be the keeping of a visual resource book that relates to the media being used as the focus of the study.

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

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>Yes</th>
<th>QCE Points</th>
<th>Yes</th>
</tr>
</thead>
</table>

Subject Faculty: Industrial Technology and Design

Prerequisites: Certificate I Furnishings preferred but not mandatory
Enrolment suitability application and interview

COURSE OVERVIEW
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.

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 and power tools</td>
</tr>
<tr>
<td>MSFGN2001</td>
<td>Make measurements and calculations</td>
</tr>
<tr>
<td>CPCCHOH1001A</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>

PREREQUISITES
Certificate I Furnishings preferred but not mandatory

COURSE UNITS

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workplace Health &amp; Safety</td>
<td>• Measurements &amp; Calculations</td>
</tr>
<tr>
<td>• Communication in the Workforce</td>
<td>• Working Effectively with Others</td>
</tr>
<tr>
<td>• Skills based activity</td>
<td>• Skills based activity</td>
</tr>
<tr>
<td>• Cabinet</td>
<td>• Coffee Table</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 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.*
Certificate II Engineering MEM 20105 (VETIS supported)

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
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<th>VET Certificate Qualification</th>
<th>Yes</th>
<th>QCE Points</th>
<th>Yes</th>
</tr>
</thead>
</table>

Subject Faculty: Industrial Technology and Design

Prerequisites: Junior Industrial Technology and Design
Enrolment suitability application and interview

COURSE OVERVIEW
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.

Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Units of 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.
Certificate II Resources and Infrastructure Work Preparation (RII20113)

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>Yes</th>
<th>QCE Points</th>
<th>4</th>
</tr>
</thead>
</table>

Subject Faculty: Industrial Technology and Design

Prerequisites: Junior Industrial Technology and Design
Enrolment suitability application and interview

Special Conditions: 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.

COURSE OVERVIEW
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.

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>RIIRIS201D</td>
<td>Conduct local risk control</td>
</tr>
<tr>
<td>RIICCM201D</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>RIISAM203D</td>
<td>Use hand and power tools</td>
</tr>
<tr>
<td>RIICOM201D</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>RIIBEF201D</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>RIISAM201D</td>
<td>Handle resources and infrastructure materials and safely dispose of nontoxic materials</td>
</tr>
<tr>
<td>HLTFA311A</td>
<td>Apply first aid</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 Sampling and Measurement (MSL20109)

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>Authority Registered (non OP)</th>
<th>VET Certificate Qualification</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>4</td>
</tr>
</tbody>
</table>

**Subject Faculty:** Science  
**Prerequisites:** Year 10 Science

**COURSE OVERVIEW**
The Certificate II has a vocational outcome for people working as Samplers or Testers in field work and/or laboratories in a wide range of industries. Laboratories employing Samplers or Testers work in the construction materials sector, the food and manufacturing sector and the biological/environmental sector.

There is a clear pathway for students completing the Certificate II to move through Certificate III (Laboratory/Field Assistant) to Certificate IV (Technical Assistant) and beyond. The structure of each qualification is such that the lower level qualification usually contributes some advanced standing in the higher qualification.

<table>
<thead>
<tr>
<th>Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE</td>
</tr>
<tr>
<td>MSAENV272B</td>
</tr>
<tr>
<td>MSL912001A</td>
</tr>
<tr>
<td>MSL922001A</td>
</tr>
<tr>
<td>MSL943002A</td>
</tr>
<tr>
<td>MSL952001A</td>
</tr>
<tr>
<td>MSL972001A</td>
</tr>
<tr>
<td>MSL973004A</td>
</tr>
<tr>
<td>MSL973007A</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Laboratory and Field Environments</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Semester 3</td>
<td>Semester 4</td>
</tr>
<tr>
<td>Health and Disease – Is It Safe to Eat?</td>
<td>Water Quality</td>
</tr>
</tbody>
</table>

**ASSESSMENT OUTLINE**

Students are assessed throughout the course, using a range of methods including teacher observation, in-class assignments and practical work in the laboratory and in the field.
Special Education Program (SEP)
Foundation Mathematics

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Faculty:</td>
<td>Special Education Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
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.

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 cooperation and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

COURSE OUTLINE
Each semester students study some aspects of the following topics using a multi-disciplined approach:

<table>
<thead>
<tr>
<th>Semester 1 - 2</th>
<th>Semester 3 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number, place value</td>
<td>• Time concepts</td>
</tr>
<tr>
<td>• Area, shape, perimeter</td>
<td>• Basic operations</td>
</tr>
<tr>
<td>• Fractions, decimals and measurement</td>
<td>• Calculator use</td>
</tr>
<tr>
<td>• Money</td>
<td>• Problem solving: written and numerical</td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE
Students are assessed throughout the course. The forms of assessment vary but include: regular testing, unseen tests, and bookwork.

EQUIPMENT
Laptop
Foundation Work Readiness

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>No</th>
</tr>
</thead>
</table>

Subject Faculty: Special Education Program

Prerequisites: Nil

COURSE OVERVIEW

“SEP Work Readiness” is a non-academic course for students who wish to enter the workforce and gain a School-Based Apprenticeship or Traineeship. SEP students will participate in this course in Year 11 and 12.

CONDITIONS

- Complete 40 hours work experience during the course – placement to be sourced by the student.

PREREQUISITES: NIL

<table>
<thead>
<tr>
<th>Semester 1/2</th>
<th>Semester 3/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPICS TO INCLUDE:</td>
<td>TOPICS TO INCLUDE:</td>
</tr>
<tr>
<td>OHS PROCEDURES: Work Safely</td>
<td>PERSONAL PRESENTATION: Present a positive image in the workplace</td>
</tr>
<tr>
<td>CAREERS: Develop career and learning development plan</td>
<td>WORK EXPERIENCE: Participate in structured workplace learning</td>
</tr>
<tr>
<td>PREPARING FOR WORK: Apply job search and interview skills</td>
<td>WORK EXPERIENCE OF 20 HOURS TO BE UNDERTAEN EITHER ONE DAY PER WEEK / DURING EXAM BLOCK OR LAST WEEK OF TERM TO BE COMPLETED BY SEMESTER 3</td>
</tr>
<tr>
<td>ENTERPRISE PROJECT: Apply an enterprising approach in a team project</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT OUTLINE

Students are assessed through:

- Written folio of work
- Oral presentations
- Booklets
- Short Answer Tests
- Interviews

EQUIPMENT

Laptop
SuccessMaker

<table>
<thead>
<tr>
<th>Authority (OP eligible)</th>
<th>No</th>
<th>Authority Registered (non OP)</th>
<th>No</th>
<th>VET Certificate Qualification</th>
<th>No</th>
<th>QCE Points</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Faculty:</td>
<td>Learning Support</td>
<td></td>
<td>Prerequisites:</td>
<td>Nil</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW**
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.

**COURSE OUTLINE**
The program, although standardised, 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.

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