RESPECT
OPPORTUNITY
CHALLENGE
KNOWLEDGE
SUCCESS

SENIOR CURRICULUM GUIDE

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WHAT THIS BOOK IS ALL ABOUT

After completing Year 10 you have finished one important educational milestone and a new chapter of your life begins. You return to school as a senior student.

Your choice of subjects and your progress through the Senior School will ultimately have a great impact on your career, and indeed your whole life.

Your choice is an important one.

This booklet provides you with information concerning the various subjects available to you, as well as information and advice to use when making your decisions.

Think and choose carefully about what you intend to do with your senior years.

Being a senior student is not just a new set of subjects; it is a whole new senior school ethos.
SCHOOL ORGANISATION

TEXT AND MATERIALS HIRING SCHEME

The cost of equipping a student for secondary school study is high. Rockhampton High School operates a text and materials hiring scheme which reduces this cost considerably. Under this scheme students are not required to purchase textbooks, sporting equipment, computer hardware and software. Instead, the charges paid are used to purchase textbooks, audio visual material and equipment, reference books and other resources crucial to your student's senior education.

At the beginning of each year or upon enrolment, students are issued with a notice detailing their text and materials hiring charges.

REPORTING

Mid-Semester reports are issued in Semester One and Two. Semester reports are issued at the end of Semester One & Two to all year levels. Teacher/Parent evenings take place twice a year.

At the completion of Year 12, students will receive a Student Education Profile which consists of 3 components: A Senior Statement (for all students), a Queensland Certificate of Education (for eligible students) and a Tertiary Entrance Statement (for OP eligible students).

GUIDELINES

Rockhampton State High School offers two pathways for students entering Year 11.

Pathway A offers students the chance to study a Vocational Education and Training Program. Students selecting this pathway will choose 6 subjects and may elect to participate in work experience, attend a TAFE course or complete a school-based apprenticeship or traineeship. In the event that they secure a school-based apprenticeship or enrol in a TAFE course, the student can apply for a reduced subject load.

Pathway B offers students the chance to study six subjects (5 of which must be “authority subjects”) to gain an OP score with the intention of entering into a university course at the completion of Year 12. Preparation for the Queensland Core Skills Test is an important aspect of their program.

Subject Selection Rules

When making your selection you should keep the following in mind:

1. You may choose any combination of subjects, except you may not do … …
   • The same subject twice
   • Mathematics C unless you also do Mathematics B

2. The subjects that will be offered at Rockhampton High School in 2017 depend on there being sufficient students taking each subject on the list. If you have chosen a subject which cannot be offered, you will be contacted and asked to make another selection.
SENIOR CERTIFICATION AND TERTIARY ENTRANCE

The Student Education Profile

When a student completes Year 12 in a Queensland school they will receive a Student Education Profile which consists of 4 components:

1. **Senior Statement**

   Each student who finishes Year 12 will receive a Senior Statement in December of that year. This statement is a transcript of the learner’s “learning account” that records all contributing studies and the results achieved. The school assigns a level of achievement of the basis of the student’s work in the senior years. The levels of achievement are Very High Achievement, High Achievement, Sound Achievement, Limited Achievement and Very Limited Achievement. It also includes the Queensland Core Skills (QCS) Test result (A – E). All students receive the Senior Statement regardless of whether they have met the requirements for the award of the Queensland Certificate of Education at that time.

2. **Queensland Certificate of Education (QCE)**

   The QCE is Queensland’s senior schooling qualification awarded to eligible students who complete Year 12. The certificate encompasses a broad range of learning that can be undertaken in a variety of places, in various ways, and over a more flexible time periods. The QCE raises the standard of senior education. It requires students to achieve a significant amount of learning at a set standard, and to meet requirements in literacy and numeracy. (Please refer table of QCE information on pages 7 and 8)

   **The QCE Commitment**

   Rockhampton State High School expects all eligible students completing Year 11 & 12 to attain a QCE at the completion of Year 12. Report cards will be reviewed at the end of every Term to determine each student’s QCE eligibility. This regular review will inform intervention meetings with students who are at risk of meeting the QCE requirements.

3. **Tertiary Entrance Statement**

   The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) Score and FPs (Field Positions). An OP score indicates a student’s rank based on overall achievement in Authority subjects in comparison to other OP eligible students across the state.

   To be eligible for an OP score, a student must study a minimum of 20 semesters of Authority subjects and sit the Queensland Core Skills Test (QCS Test) in Year 12. An OP score is reported as one of the 25 bands from 1 (highest) to 25 (lowest).

   To be eligible for an OP score, students must select a minimum of 5 authority subjects at the beginning of Year 11 and continue to study the equivalent of 5 authority subjects right through to the end of Year 12. At least three of the subjects must be studied for all four semesters.

   Field Positions indicate a student’s rank based on overall achievement in Authority subjects in up to five fields (areas of study which emphasise particular knowledge and skills). The five fields are reported in bands from 1 (highest) to 10 (lowest) for each field position.

   - FP A  extended written expression
   - FP B  short written communication
   - FP C  basic numeracy
   - FP D  solving complex problems
   - FP E  practical performance
Field positions are only calculated for OP eligible students and are sometimes used in the selection of candidates for university places.

Students who choose an OP pathway at Rockhampton State High School commit to active participation in the school’s Queensland Core Skills Test (QCS Test) Preparation Program which includes completing two full practice tests (2 days for each) in November (Yr 11) and May (Yr 12).

4. Queensland Certificate of Individual Achievement (QCIA)

Some students may be eligible for the QCIA. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. The school will identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers is central to this decision-making process. The individual learning program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE) or the required pattern of learning for the QCE.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>SET STANDARD</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong> Core courses of study</td>
<td>are the types of courses usually undertaken by young people in the senior phase of learning. A minimum of 12 credits from completed Core courses of study. At least 1 credit must come from Core studies undertaken at school.</td>
<td></td>
</tr>
<tr>
<td>Authority or Authority-registered school subjects</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>Vet Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate awarded</td>
<td>Certificate II: 4 Certificate III &amp; Certificate IV: 5,6,7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III: competencies achieved On-the-job component completed</td>
<td>2 4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>Completed</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>At least a pass grade (as defined by the course)</td>
<td>4 for each course</td>
</tr>
<tr>
<td><strong>PREPARATORY</strong> courses of study</td>
<td>are generally used as “stepping stones” to further Study. A maximum of 4 credits</td>
<td></td>
</tr>
<tr>
<td>Vet Certificate I vocational qualifications</td>
<td>Certificate awarded</td>
<td>2,3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>Requirements met</td>
<td>2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>Requirements met</td>
<td>2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Short course in literacy developed by the QSA or short course in numeracy developed by the QSA</td>
<td>At least a Sound Achievement</td>
<td>1 per course</td>
</tr>
<tr>
<td><strong>ENRICHMENT</strong> courses of study</td>
<td>are generally offered by organisations other than those offering CORE or PREPARATORY</td>
<td></td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Learning Projects -Workplace, Community, Self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects such as English Extension</td>
<td>At least a Sound Level of Achievement</td>
<td>2</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>A pass grade (as defined by the recognised course)</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td><strong>ADVANCED</strong> courses of study</td>
<td>go beyond the scope and Depth of what is considered senior secondary schooling. Up to 8 credits</td>
<td></td>
</tr>
<tr>
<td>One-or two-semester university subjects completed by a personal while enrolled at a school</td>
<td>A pass grade</td>
<td>2 or 4 credits, respectively</td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (1 credits per comp)</td>
</tr>
</tbody>
</table>
Students must meet the Literacy and Numeracy requirement of the QCE

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least a sound achievement in one semester of one of these subjects:</td>
<td>At least a sound achievement in one semester in one of these subjects:</td>
</tr>
<tr>
<td>English, English Extension or English Communication</td>
<td>Mathematics A, Mathematics B or Mathematics C or Prevocational Maths</td>
</tr>
<tr>
<td>A student may:</td>
<td>A student may:</td>
</tr>
<tr>
<td>• Exit the subject after four semesters with a Sound level of achievement</td>
<td>• Exit the subject after four semesters with a Sound level of achievement</td>
</tr>
<tr>
<td>• Exit the subject after one, two or three semesters with at least a Sound level of achievement</td>
<td>• Exit the subject after one, two or three semesters with at least a Sound level of achievement</td>
</tr>
<tr>
<td>• Exit the subject with a Limited or Very Limited level of achievement, having achieved a notional Sound in a single semester</td>
<td>• Exit the subject with a Limited or Very Limited level of achievement, having achieved a notional Sound in a single semester</td>
</tr>
<tr>
<td>Note: The Functional English subject does not meet literacy requirements</td>
<td>Note: The Functional Maths subject does not meet literacy requirements</td>
</tr>
<tr>
<td>Other requirements that may be satisfied include: A Short Course developed by QCAA, completion of Certificate I in Core Skills for Employment and Training – Communication, at least C on the QCS Test.</td>
<td>Other requirements that may be satisfied include: A Short Course developed by QCAA, completion of Certificate I in Core Skills for Employment and Training – Numeracy, at least C on the QCS Test.</td>
</tr>
</tbody>
</table>

**SENIOR SCHOOLING**

**RATIONALE**

Senior school curriculum offerings at Rockhampton State High School encourage students to consider and act on a variety of pathways into their futures. Rockhampton State High School is continually forming networks and partnerships with local and intrastate training providers as well as other educational institutions.

**CAREERS**

It is certainly a big help if students have some idea of their career choice before choosing subjects. On the other hand, there is no point in taking subjects for particular careers if those careers are completely unrealistic. The school’s Guidance Officer and teachers can help students with these matters. The school’s Year 10 Rich Study program on Fridays offers students the opportunity to explore career options.

**EXTERNAL COURSES AVAILABLE**

As well as study school subjects, senior students will have the opportunity to participate in a variety of certificate I, II and III courses through external training organisations whilst studying towards a Queensland Certificate of Education. Students can collect the list of available courses from the Senior Schooling office in A wing when they become available. External courses are not recommended for OP eligible students.
**FEET FIRST PROGRAM**

The FEET First Program is aimed at assisting senior students to enter employment, training or further education after completing Year 12.

Positive benefits for students include:

- Providing students with the opportunity to make an informed decision about their future career and testing the reality of their choice.
- Interacting with employers and training providers to receive first-hand information about job skills, entry requirements and job prospects.
- Providing students with job readiness skills.
- Assisting students to make decisions that can provide a focus for future planning.

**Work Experience**

Work experience is organised for students in Years 11 and 12 at Rockhampton State High School. OP ineligible students can choose to participate in work experience one day a week unless a block placement is preferred by the employer. OP students can choose to participate in work experience in the school holidays or as negotiated through the school term. Work experience allows students to gain experience or knowledge in a variety or work situations to help them in future career choices. Experience in the workplace is invaluable in building confidence, self-esteem, discipline and team work. An Industry Placement Fee of $10.00 is charged to all students who participate in work experience. Students can collect a work experience application form from the FEET First office.

**School-Based Traineeships and Apprenticeships**

Rockhampton State High School offers students in Years 11 and 12 the unique opportunity to make an early start on their chosen careers. The FEET First staff help students with information about opportunities as well assisting students with applications for these positions.

Traineeships and Apprenticeships involve paid work as well as off the job training towards a recognised qualification that will contribute to the Queensland Certificate of Education and appear on their Senior Statement. In many cases school-based traineeships and apprenticeships lead to post-school job prospects. Previous students have successfully completed school-based apprenticeships/traineeships in the areas of automotive, engineering, hairdressing, allied health, aged care, disability services, electrical, business administration, retail, horticulture, track riding and veterinary nursing. Students interested in a school based apprenticeship/traineeship are encouraged to see the staff in the FEET First Office. Positions vacant are advertised on the A wing or FEET First noticeboard as well as the daily student notices as they arise.

*The FEET First office is situated downstairs old A wing. Students should make an appointment through Student Services.*
CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Remember that most university courses have pre-requisites that must be studied at school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, you are advised to choose subjects

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

GUIDELINES

Find out about career pathways.

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. Your guidance officer or Rich Study teacher may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

You will also need to find out about the various pathways you can take to obtain the skills, knowledge and/or qualifications you need to get a job in the career you are interested in. Once you know about the different pathways, you can select the most appropriate one for you. Rockhampton State High School offers a range of general and vocational education subjects in the senior school. Many of these subjects are the first step towards a particular career.

The following resources are available in the school to give information on subjects and courses needed for careers:

- Guidance Officer - Ms Spencer
- Go on line at www.studentconnect.qca.QLD.edu.au to find out about courses and to use the QCE planner.
- Go to the Myfuture website (www.myfuture.edu.au) to match your interests to possible career options.
- Other career information, such as literature provided to schools by industry groups, show the various pathways to jobs within these industries.
- The QTAC Guide is useful for information on university courses and higher level TAFE courses. Go to www.qtac.edu.au for information on university courses and OP score cut offs.
- The Tertiary Prerequisites 2019 book provides information on the subjects required for entry to university and TAFE advanced diploma and diploma courses. Students have been provided with this book.
- A variety of career websites are available for school students – see Guidance Officer for web addresses.
Find out about the full list of subjects on offer at Rockhampton State High School

Check out each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in this guide
- talk to heads of departments and teachers of each subject
- look at books and materials used in the subject
- listen carefully at subject selection talks
- talk to students who are already studying the subject
- consult with parents/carers
- be realistic about your abilities - there are few students who suddenly “come good” in Year 11 if they have lacked motivation in Year 10

**TERTIARY ENTRANCE**

Students aiming to maximise their chances of tertiary entrance are advised to follow these steps:

- Select the prerequisite subjects you need for your preferred university courses (Refer to the Tertiary Pre-requisite 2019 book).
- Check to ensure that you are OP eligible – studying at least 5 Authority subjects
- Consider subjects in which you are likely to achieve high results
- Check to see if you will qualify for the Field Positions, which are used in the selection of final places in tertiary courses. Most applicants will be selected for courses without the need for Field Positions to be considered.

**For students interested in tertiary study without an OP Score**

To qualify for entry to most university courses, students will need to be eligible to receive an Overall Position (OP) Score at the completion of Year 12. **It is possible for applicants who are not eligible for an OP score to gain entry to diploma and some university courses using the tertiary entrance rank system or university enabling programs – see the Guidance Officer for more information.** Students who apply for university without an OP score still need to meet the specified subject pre-requisites. Refer to the Tertiary Pre-requisite 2019 book.
Subjects are broken into three (3) categories: Authority subjects, Authority-registered subjects or Vocational Education and Training (VET) courses.

AUTHORITY SUBJECTS

These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state-wide in Queensland secondary schools. They are recorded on the Senior Statement and are used in the calculation of an OP Score.

Many of the Authority subjects are regarded as academically demanding, certainly more demanding than subjects at Year 10 level.

Many Authority subjects may be taken up for the first time in Year 11. It would be very difficult, however, to attempt subjects such as Mathematics B, Mathematics C, Chemistry, Physics, Music and Japanese without some background study in related Year 10 subjects.

To ensure that students are able to succeed in their senior studies at Rockhampton State High School, all senior Authority subjects have pre-requisites. These are based on students' Semester 1 results and must be met if students want to study these subjects in Year 11 and 12. Students who do not meet these pre-requisites will need to choose alternative subjects. Refer to the list of prerequisites on the following page. Students were provided with this list early in Term 2.

AUTHORITY-REGISTERED SUBJECTS

These subjects are also approved by the Queensland Curriculum and Assessment Authority (QCAA), and are offered state-wide in Queensland secondary schools. They are also recorded on the Senior Statement but are not used in the calculation of an OP score.

Many authority-registered subjects suit people who like to learn useful skills and things that are related to everyday life. Students who wish to be OP eligible can choose to study one Authority-registered subject and five Authority subjects.

The wrong way to choose subjects for senior

Don’t take subjects simply because:

- one other person says they are good or bad
- your friends are taking them
- your older brother/sister took or didn’t take them
- doing “harder” subjects gives you a better chance at a higher OP
PRE-REQUISITES FOR SENIOR AUTHORITY SUBJECTS

Students who are planning to engage in tertiary study on completion of Year 12 must choose five “Authority” subjects in order to be OP eligible. Students not achieving a C in a Year 10 subject may find the related Authority subjects in Years 11 and 12 difficult.

In order to ensure students are successful in Years 11 and 12, subject prerequisites must be met in order to enrol in Authority subjects. The subject prerequisites for the current Year 10 students are listed below. There are no prerequisites for Authority-registered (non-OP) or vocational education and training subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Ag Science</td>
<td>C in Year 10 Science, Maths and English</td>
</tr>
<tr>
<td>Ancient History</td>
<td>C in Year 10 English and History</td>
</tr>
<tr>
<td>BCT</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Biology</td>
<td>B in Year 10 Science and English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B in Year 10 Science and English</td>
</tr>
<tr>
<td>Drama</td>
<td>C in Year 10 English (Must have studied at least 1 Drama subject during Yr 9 and/or 10 and achieved at least a C)</td>
</tr>
<tr>
<td>English</td>
<td>B in Year 10 English</td>
</tr>
<tr>
<td>IPT</td>
<td>C in Year 10 English (Must have studied at least 1 Computing subject during Yr 9 and 10)</td>
</tr>
<tr>
<td>Japanese</td>
<td>C in Year 10 Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>C in Year 10 English</td>
</tr>
<tr>
<td>Maths A</td>
<td>C in Core Maths</td>
</tr>
<tr>
<td>Maths B</td>
<td>B or A in 10 Extension Maths or an A in Core Maths</td>
</tr>
<tr>
<td>Maths C</td>
<td>B or A in 10A Maths or an A in Core Maths</td>
</tr>
<tr>
<td>Modern History</td>
<td>C in Year 10 English and History</td>
</tr>
<tr>
<td>Music</td>
<td>C in Year 10 English (Must have studied at least 1 Music subject during Yr 9 and/or 10 and achieved at least a C)</td>
</tr>
<tr>
<td>Music</td>
<td>Must be able to play a musical instrument including the voice</td>
</tr>
<tr>
<td>Physics</td>
<td>B in Year 10 Science and English</td>
</tr>
<tr>
<td>Senior Health</td>
<td>C in Year 10 HPE and a C in Year 10 English</td>
</tr>
<tr>
<td>Senior PE</td>
<td>C in Year 10 HPE or at least a C for Specialist Sport and a C in Year 10 English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>C in Year 10 English (Must have studied at least 1 Art subject during Yr 9 and/or 10 and achieved at least a C)</td>
</tr>
</tbody>
</table>

Any student who operates below the required level must negotiate with the relevant Head of Department.
VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

These subjects contribute towards the Queensland Certificate of Education. They are not used in the calculation of an OP but may be used in the calculation of a tertiary entrance rank score for students wishing to apply for university without an OP. VET subjects tend to place more emphasis on practical skills and knowledge and can develop specific skills relevant to employment.

Consider taking one or more vocational education and training (VET) courses if:

- you are interested in the content of a particular course because it relates to future employment
- success in the subject will give you advanced standing (credit) in a higher level vocational education and training course in which you are interested
- your past results suggest that some Authority subjects may be too difficult
- success in the subject may give you a nationally recognised qualification
- you are taking part in a school-based traineeship/apprenticeship

Vocational Education and Training provides job related practical skills with an understanding of the theory behind those skills. VET subjects teach competencies which build into a certificate qualification. These qualifications contribute to the Queensland Certificate Education, appear on the Senior Statement and are recognised nationally.

Students have a right to complete all units of competency and assessment in their chosen VET course in order to meet the full requirements of the course and be granted certification once enrolled in the course. These courses are designed to be completed over two years. Students who enrol late in the course will have the opportunity to complete the work missed but may not receive a full qualification.

The information about VET courses in this guide is correct at the time of publication.

Internal VET courses

The VET courses offered on the timetable at Rockhampton State High School are:

Certificate II in Business  
Certificate II in Engineering Pathways  
Certificate II in Hospitality*  
Certificate II in Sport and Recreation*  
Certificate II in Rural Operations.*

Certificates in Business and Engineering are delivered off the school’s scope of registration at no cost to the students.

*Certificates in Hospitality, Sport and Recreation and Rural Operations and are delivered off the scope of registration of external providers offering VETiS funding. See below for information about VETiS funding. Students cannot choose two of these VETiS funded courses. One funded course can be selected and the other will incur the prescribed fee.

External VET courses

In addition to courses offered through the school timetable, students can enrol in Certificate I & II courses through external organisations such as CQU (formerly TAFE), CSaT, Electrotechnology, DET and Strategic Deployment services. A full list of offerings will be provided to Year 10 students when it becomes available.

VETiS funding

Many external VET courses attract VETiS funding. VETiS qualifications are funded by the VET investment budget. Students who wish to undertake a VETiS course need to be fully aware that they can only undertake one (1) course that is funded under the VETiS stream list. The qualifications that attract the funding have been identified as those leading to employment in specific key skill shortage areas. Visit the Training Queensland website for more information. [https://training.qld.gov.au/providers/funded/vetis](https://training.qld.gov.au/providers/funded/vetis)
ACCOUNTING  (AUTHORITY - ACC)

COURSE OUTLINE
Every business and workplace requires Accounting and this includes computerised accounting practices, financial planning, wealth creation, management and payroll. This course is designed for students who have an interest in business and related issues including management of their personal financial affairs. It aims to:

- understand the purpose and nature of accounting and book-keeping
- develop communication skills in accounting
- recognise situations in their lives which connect with accounting and how to take action
- develop an ability to relate accounting knowledge & skills and values to the real world.

WHAT WOULD I STUDY?
The course covers the manual and computerised keeping of books for businesses. It also includes preparation and analysis of financial reports for good business decision making.

LEARNING EXPERIENCES:
Excursions, computer applications eg Excel & MYOB, guest speakers, CQU Business Challenge, group work, debates, research, case studies, media watch, oral presentations, ECOMAN and practice class sets. Students are encouraged to read newspaper articles and watch the news to apply their studies to the real world.

WHAT QUALITIES ARE REQUIRED?
An interest in business related issues, bookkeeping and money. Students intending to study Accounting should have achieved at least a pass in Year 10 English.

APPLICATION
Career opportunities in business are plentiful and varied. Accounting studies would often be a distinct advantage. Senior Accounting also leads to several University courses.

Careers: Accountant, Manager, Administrative Officer, Human Resource Manager, Payroll Officer, Credit Manager, Auditor, Accounts Clerk, Banking, Business Owner, Economist, Marketing, Chartered Accountant, Treasurer.

ASSESSMENT
Usually 3 pieces of assessment each semester: bookkeeping procedures, case studies, research, extended responses and computer applications (eg MYOB, spreadsheets).

EQUIPMENT REQUIREMENTS
An A4 exercise book and a display book for photocopied material & notes. Ruler, blue and red pens, pencil, rubber and highlighters are essential. The textbook and computer materials will be provided by the school.

ADDITIONAL INFORMATION
Students may wish to study all of the following:
Accounting AND Legal Studies AND BCT or Certificate II in Business.
COURSE OUTLINE
Agricultural Science explores the ways people manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing. The scope of the subject is thus very broad. Because of the fundamental importance of agriculture to humans, a study of this subject is of relevance to all students, not just those from a rural background.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
An investigative, practical, hands-on approach to learning is promoted for an applied science subject. Students plan and carry out a variety of field-based learning activities, sometimes working individually and at other times in teams. The range of activities includes plant and animal investigations, laboratory investigations, field surveys, exercises in computer and data management, and observation, classification and identification. Students are also encouraged to undertake non-mandatory structured rural industry work experience.

The areas of study are:
- Plant Science
- Animal Science
- Agribusiness

WHAT QUALITIES ARE REQUIRED?
A desire to learn; ability to work unsupervised; at least a Sound level of achievement in year 10 English, Maths and Science.

APPLICATION
This course is offered as an alternative to traditional sciences. The surrounding rural district with its diverse agricultural background is catered for by producing students knowledgeable in the industry and capable of enriching the economical situations at hand. The course also provides for the needs of students with tertiary aspirations, providing an applied science able to enrich their tertiary entrance profiles. In addition, Agricultural Science will provide for the development of life skills and values, which will be of great value to students irrespective of their future vocational pursuits.

ASSESSMENT
Students are assessed according to three categories:
- Knowledge & Understanding
- Investigation & Analysis
- Evaluation and Communication.

EQUIPMENT REQUIREMENTS
AGRICULTURAL PRACTICES  (AUTHORITY REGISTERED - AGU)

COURSE OUTLINE
Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

WHAT WOULD I BE DOING? WHAT WOULD I STUDY?
Agricultural Practices includes two areas of study, ‘Animal studies’ and ‘Plant studies’, which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Schools decide whether to include one or both of the areas of study in their course of study. Learning in the selected areas of study is delivered through units of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas.

WHAT QUALITIES ARE REQUIRED?
A desire to learn; ability to work independently; at least a Sound level of achievement in year 10 English, Maths and Science.

APPLICATION
This course is offered as a non-OP alternative to traditional sciences. The surrounding rural district with its diverse agricultural background is catered for by producing students knowledgeable in the industry and capable of enriching the economical situations at hand. The course also provides for the needs of students who wish to gain employment in the Agriculture Industry, providing opportunities to expand their knowledge and skill base in basic cattle handling, animal husbandry, hydroponics and safe and ethical procedures.

ASSESSMENT
The dimensions for a course of study in this subject are:
• Dimension 1: Knowing and understanding
• Dimension 2: Analysing and applying
• Dimension 3: Planning and evaluating.

EQUIPMENT REQUIREMENTS
ANCIENT HISTORY (AUTHORITY – AHS)

COURSE OUTLINE

Ancient history allows students to develop an understanding of the emergence of civilisations and their lasting influence on our contemporary society. The study of ancient civilisations helps us to develop a better understanding of the human condition.

Four semester units are studied in Ancient History.

In Semester One the unit is “The Ancient Near East”. It deals with the emergence of civilisation in Mesopotamia, Egypt and later ancient civilisations of the Middle East. The unit is also concerned with the Stone Age and the work of the archaeologist.

Semester Two is concerned with the history and civilisation of Ancient Greece.

Semester Three is a study of Ancient Rome. Particular attention is given to the Republic and to the Julio-Claudian Emperors.

Semester Four is a comparative unit taking a thematic approach. Themes such as Religion, Warfare, Government, Literature, and Women are studied.

This subject offers material which assists in QCS preparation.

WHAT WOULD I BE DOING?

WHAT WOULD I STUDY?

• Investigating numerous historical sources.
• Making judgements about complex situations and justifying those judgements.
• Developing an understanding of the forces and influences that have shaped the modern world.
• Investigating the role of values in history and refining your own values and commitments.
• Developing knowledge, abilities and ethical commitment by drawing on past events to shape your own future.

WHAT QUALITIES ARE REQUIRED?

• A genuine interest and desire to look at the beginning of human history.
• An ability to research topics and critically assess the forces and influences that have shaped society.
• A high level of literacy is desirable and commensurate oral skills are important.
• A sound level of achievement or better in English and Year10 History.

APPLICATION

This subject is not designed as being career specific. It is for those who want a balanced, well-rounded education. Students of Ancient History are exposed to the history, political thought and cultural achievement of ancient times and see how our contemporary civilisation is still influenced by the achievements of antiquity. Students find that, modern conveniences aside, the way of life in antiquity had the same joys and problems as modern life has.

ASSESSMENT

There are three pieces of assessment (of differing types) each semester. Assignments are limited to one per semester.

EQUIPMENT REQUIREMENTS

Workbook and materials to write with.
AQUATIC PRACTICES (AUTHORITY REGISTERED – AQP)

COURSE OUTLINE
Aquatic Practices is designed for students wanting to gain a job, school based apprenticeship or traineeship, or TAFE course that has a science focus. They will gain the scientific knowledge, skills and attitudes needed for a range of work settings. Students will develop an awareness of the commercial, environmental, recreational and cultural significance of oceans, inland waters and catchment areas to help them appreciate and respect the importance of these waterways. They will develop a better knowledge and understanding of the conservation practices used to manage the marine environment and practical mariner skills related to work practices in the marine and aquatic industry. This requires students to participate in a wide range of learning experiences, both in the classroom and practical field activities.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
Through theory, field work and practical activities students learn about:

- Principles of safety and risk management
- First aid and CPR
- Employment opportunities in marine, tourism and conservation industries
- Water activities, including snorkelling, canoeing, recreational fishing and power boating
- Boat building and maintenance
- Aquaculture and water quality testing
- Map reading, navigation and use of marine radios
- Conservation of marine and coastal environments
- Meteorology including weather patterns, tides and currents
- Cultural awareness of Aboriginal and Torres Strait islander cultures and relationship to marine environments

WHAT QUALITIES ARE REQUIRED?

- An interest and ability in Science as shown by Year 10 results.
- Good written and oral communication skills as shown by Year 10 English results.
- Willingness to participate in practical, hands-on activities. i.e. field trips, experiments, water activities

APPLICATION
Aquatic Practices is a useful subject for students wanting to find work after school in the recreation, tourism, transport, mining, and food harvesting and cultivation industries or establish a basis for their further training. This can include jobs as a lab manager, horticulture or aquaculture worker, wildlife carer, vet assistant, conservation worker, fisheries inspector, park ranger or tour guide.

ASSESSMENT
Assessment takes the form of practical projects, field work, exams and assignments. Practical and field work forms an integral part of this course and a minimum of 30 hours per year is recommended. Students must also complete basic snorkelling training at the Rockhampton Pool (cost is approx. $15). Students must attend a camp at North Keppel Island Outdoor Education Centre in Years 11 or 12 that may cost up to $250.

EQUIPMENT REQUIREMENTS
Students should have all of the usual stationery plus a notebook for the subject. Teachers will advise of any special requirements for their classes.

ADDITIONAL INFORMATION
The study of Aquatic Practices may be accompanied by the study of any of the other Senior science subjects. This subject is recommended for non-OP students.
BIOLOGICAL SCIENCE   (AUTHORITY - BSC)

COURSE OUTLINE

Biological Science is the study of the natural systems of the living world. This includes the study of organisms and their interactions with each other and their environment as well as their physiology, anatomy and behaviour to maintain life. It provides students with a deeper understanding and enhanced appreciation of the living world. Students will engage in creative scientific thinking and apply their knowledge to practical situations.

Topics which are covered include cell biology, ecology, human anatomy and physiology, plant physiology, genetics, biotechnology and human interaction with the living world. Practical work develops students’ laboratory and field skills as well as reinforcing the theoretical aspects studied in class.

WHAT WOULD I BE DOING?

WHAT WOULD I STUDY?

Through theory, field work and practical activities students learn about:

- Cell Biology
- Diversity of organisms
- Ecology and the Environment
- Organisms, Populations and Communities
- Physiology of Plants and Animals
- Genetics and Biotechnology
- Reproduction, growth and development
- Theory of Evolution

WHAT QUALITIES ARE REQUIRED?

- An interest in Science and an A or B in Year 10 Science.
- High level of written communication skills and an A or B in Year 10 English.

APPLICATION

Biology is a prerequisite subject for many University science, health and medical courses. It is an interesting and useful subject that helps students understand their own physiology and relationship to the living world. It will enable them to make informed and responsible decisions about their own and society’s activities which will affect the living world. Fieldwork and practical experiences are part of the program.

ASSESSMENT

Assessment takes the form of field work, exams, extended response tasks and experimental investigations. Students must attend a camp at North Keppel Island Outdoor Education Centre in Year 11 that may cost up to $250.

EQUIPMENT REQUIREMENTS

Students should have all of the usual stationery plus a notebook for the subject. Teachers will advise of any special requirements for their classes.

ADDITIONAL INFORMATION

The study of Biological Science may be accompanied by the study of any of the other senior science subjects.
BUSINESS COMMUNICATION AND TECHNOLOGIES  
(AUTHORITY – BCT) 

COURSE OUTLINE 

BCT gives students the opportunity to develop knowledge and skills to work productively, communicate effectively and interact confidently in a business environment. 

Students learn computer technologies, a range of business information and communications. 

WHAT WOULD I BE DOING? WHAT WOULD I STUDY? 

Most of the work is prepared on computers using various programs. The topics of study are: 

- Topic 1 – Business environments 
- Topic 2 – Managing people and change 
- Topic 3 – Industrial Relations 
- Topic 4 – International business 
- Topic 5 – Workplace health, safety and sustainability 
- Topic 6 – Organisation and work teams 
- Topic 7 – Managing workplace information 
- Topic 8 – Financial administration 
- Topic 9 – Social media 
- Topic 10 – Events Management 
- Topic 11 – School developed issue 

Social Media and Events Management were introduced to recognise their importance in business. 

WHAT QUALITIES ARE REQUIRED? 

To succeed in BCT, students need the same qualities that are required in the workplace: follow instructions by actively listening and taking notes; completing work accurately within a given time frame, problem solving. Productivity is important in both day-to-day work and assessment. Students doing well in BCT are likely to be those who would be approached for promotion in this field of work. 

APPLICATION 

Students are exposed to a variety of learning experiences matching the needs of private sector business offices and government administration such as: Law, Tourism and Hospitality, Travel, Retailing, Banks, Medical – Health Care, Real Estate, Mining, Politics, Conference Management, Technical, Insurance and Rural. Visits to local businesses may be included. 

Every business needs productive and knowledgeable employees with office skills. This subject would also be very beneficial for students wanting to undertake university studies. Business is often considered by universities to be a useful secondary study in many degrees to be more employable. 

ASSESSMENT 

This is a combination of exams and assignments using a variety of computer software. Students will be assessed against standards described in terms of: 

- Knowing and understanding business 
- Investigating business issues 
- Evaluating business decisions. 

EQUIPMENT REQUIREMENTS 

An A4 page exercise book, a display book for photocopied material and notes. Writing equipment & yellow highlighter. Textbooks and computer materials will be provided by the school. 

ADDITIONAL INFORMATION 

Students studying BCT are encouraged to study Accounting and Legal Studies which are other interesting subjects with complementary topics.
This course is for those who want to develop skills, knowledge & processes to help them obtain a job in any office situation. It includes activities which help to develop computer / IT skills for business and a comprehensive set of skills that will be highly marketable when seeking a job. It also includes the new $20BOSS practical small business venture.

Vocational competencies covered in BSB20115 Certificate II in Business are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU301A</td>
<td>Create and use databases OR</td>
</tr>
<tr>
<td>BSBITU302A</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBITU303A</td>
<td>Design and produce text documents</td>
</tr>
<tr>
<td>BSBCCMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information OR</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>BSBBWS201</td>
<td>Contribute to health and safety of self and others - core</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>FNSACC301</td>
<td>Process financial transactions and extract interim reports</td>
</tr>
</tbody>
</table>

Other competencies may be substituted depending on student’s work experience, job or traineeship.

**WHAT WOULD I STUDY?**
This course includes the following topics most of which include computerised applications:

Computing and Technology: Computer Operations, Word Processing, Spreadsheeting, Databases, Presentations, Office Equipment, Social Media in Business

Communications: Messages, letters, memos, email, collaborative documents, digital com, podcasts, ...

Information: Filing Procedures and Telephone Techniques

Organisation: Planning Daily Work Routines

Financial Documents: Petty Cash, Receipts, Cheques, Invoices, Deposit Slips

Teamwork: Working in teams for research and production, meeting procedures

Enterprise Knowledge: Knowledge on structure and interrelationships of businesses

These competencies are nationally approved and employers are familiar with them.

**WHAT QUALITIES ARE REQUIRED?**
No prerequisites. Students with computer skills will find them useful.

**APPLICATION**
The modules offered cover computer technologies in the office, office routines, problem solving, business communication and business calculations. At the end of the course, students will receive:

1. Certificate II in Business if all competencies are completed OR
2. Statement of Attainment listing every competency completed (12 competency offered over two years)

**ASSESSMENT**
Practical skills tests, observation checklists, oral tests/presentations, research on real businesses. Students will be given extra chances to demonstrate competence if not “competent” in first instance. Recognition of prior learning may be from other subjects or experience from part-time jobs.

**EQUIPMENT REQUIRED**
A4 exercise book and a display book for photocopied material and printouts. Ruler, pen and pencils. Textbooks & computer materials are provided by the school.

**ADDITIONAL INFORMATION**
Students who study VBE are encouraged to do work experience in an office to complement and fast track competencies.
MEM20413 CERTIFICATE II in ENGINEERING PATHWAYS
(VET Courses – VEP)

COURSE OUTLINE

MEM20413 Certificate II in Engineering Pathways is a hands on practical course designed to give students a broad based qualification that will provide easy transition to Level 2 training. The course is designed to expose students to a wide range of careers in the engineering industry from welding, sheet metal fabrication, fitting and turning, mechanical fitting and emphasises the enabling skills necessary to operate competently in these careers. The student will develop basic skills common to a range of occupations. Emphasis throughout the course is placed on simulated industrial experience and career counselling.

Vocational competencies covered in MEM20413 Certificate II in Engineering Pathways are:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
</tr>
<tr>
<td>MEMPE004A</td>
<td>Use fabrication equipment</td>
</tr>
<tr>
<td>MEMPE007A</td>
<td>Pull apart and re-assemble engineering mechanisms</td>
</tr>
</tbody>
</table>

WHAT QUALITIES ARE REQUIRED?

- The desire to work in the engineering industry
- The ability to work in both supervised and unsupervised situations
- Preparedness to have a go at all activities
- Self-discipline to see a task out to completion

APPLICATION

The course is offered to students wishing to pursue a career in the engineering industry as apprentices, labourers, leading to tradesman qualifications.

ASSESSMENT

Students will be assessed on gaining the appropriate competencies as evidenced from:
- Written & Oral questioning
- Practical observations

EQUIPMENT REQUIREMENTS

Students must supply safety glasses, steel capped boots, hearing protection, overalls or long drill pants and shirt.

Student placements in this course of study will be limited to those students who have demonstrated the ability to follow safety procedures in Manual Arts subjects in junior curriculum. Students who have NOT demonstrated this commitment to safety in junior curriculum will be considered on an individual basis at the discretion of the school.

A $50/semester levy will apply to Engineering students to cover the costs of consumable materials used.
Year 11 students are invited to complete SIT20316 – Certificate II in Hospitality as part of their Home Economics studies. The course is delivered by teachers in a classroom environment over two years in year 11 & 12 and registered training organisation, CSaT, issues the qualification upon successful completion. Students complete a variety of learning activities as well as competency-based assessment focusing on skills, processes and attitudes desirable for future employment in the sector. Certificate II in Hospitality is capped at one (1) class ONLY and enrolment in class is at discretion of principal. Students can also select Hospitality Practices (HPJ) in addition to Certificate II in Hospitality.

This course of study is designed to:
- Provide a pathway to work in various hospitality settings and provide students with industry skills
- Formally recognise the skills the students acquire in the regular curriculum
- Earn credits for the Queensland Certificate of Education (QCE) – 4 credits

**UNITS COVERED** (please note: elective units offered may vary from time to time):

**CORE UNITS:**
- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHIND003 Use hospitality skills effectively
- SITXCCS003 Interact with customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS001 Participate in safe work practices

**ELECTIVE UNITS:**
- SITXFSA001 Use hygienic practices for food safety
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB002 Provide responsible service of alcohol
- SITHGAM001 Provide responsible gambling services
- HLTAID003 Provide first aid

**WHAT QUALITIES ARE REQUIRED?**
- An interest in food and beverage preparation, presentation & service
- Sound management skills. Success will depend on a student’s ability to organise materials and complete set modules. Students should possess effective time management skills. It is expected additional work will be completed in students’ own time in order to satisfactorily meet the requirements of the course.
- Ability to work with a team showing responsibility and commitment. Students are required to complete practical components in their own time; including during lunchbreaks (e.g. operation of coffee shop). THIS IS A COMPULSORY ASPECT OF THE COURSE.

**APPLICATION**
Students who successfully complete these units could undertake the following job roles: bar attendant, café attendant, catering assistant, food and beverage attendant, front office attendant and gaming attendant.

**ASSESSMENT**
Assessment is continuous and includes both practical and theoretical aspects. Students undertake a variety of assessment techniques including completion of online modules and activities, practical demonstration when serving customers in the school coffee shop and customer surveys.

**EQUIPMENT REQUIREMENTS**
Special Requirements: Black closed-in footwear (vinyl/leather), hair must be tied back or short style & container for food. In addition, for functions: black pants/skirt to just above or below the knee & white shirt (collared). **Students are able to purchase a catering shirt through the school in term one of year 11 at the cost of $25 (one off fee).** This can be used for functions throughout years 11 & 12.

At this point in time, this course is available under the VETiS funding and **DOES NOT** incur a fee. Students that have already used their VETiS funding, may select this subject, however, will incur a cost for the qualification. The cost for non-VETiS students is **$250.00 (qualification);** and can be paid in two (2) installments. A deposit of $100.00 is required by the end of term 3 2016 to secure a spot in the course. The second installment ($150.00) is due by the end of term 4 2016.

**PLUS**
- $40 semester levy paid at the start of semester 1 and 2 to cover consumable costs

**PLUS**
- $25 for a catering shirt (one off fee); **optional** for Cert II in Hospitality students
SIS20313 CERTIFICATE II IN SPORT & RECREATION (NRL & Netball) (VET Course)

The course is delivered by teachers in a classroom environment over two years in year 11 & 12 and registered training organisation, Binnacle Training, issues the qualification upon successful completion.

COURSE OUTLINE

Students assist with Rugby League or Netball events and competitions within their school/community, while still allowing time for (athlete) skill development.

WHAT WOULD I BE DOING?

<table>
<thead>
<tr>
<th>NRL</th>
<th>NETBALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Officiating Rugby League games or competitions</td>
<td>• Officiating Netball games or competitions</td>
</tr>
<tr>
<td>• Coaching beginner participants to develop fundamental Rugby League skills</td>
<td>• Coaching beginner participants to develop fundamental Netball skills</td>
</tr>
<tr>
<td>• Communication and customer service in sport</td>
<td>• Communication and customer service in sport</td>
</tr>
<tr>
<td>• Developing and updating knowledge of the Sport, Fitness and Recreation industry</td>
<td>• Using social media tools for participant engagement</td>
</tr>
<tr>
<td></td>
<td>• Managing conflict in a sporting environment</td>
</tr>
</tbody>
</table>

WHAT WOULD I STUDY?

<table>
<thead>
<tr>
<th>NRL &amp; NETBALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXWHS101 – Follow WH&amp;S Policies</td>
</tr>
<tr>
<td>SISSSOF101 – Develop and Update officiating knowledge</td>
</tr>
<tr>
<td>SIXFAC207 – Maintain sport fitness and recreation equipment for activities</td>
</tr>
<tr>
<td>BSBWOR202A – Organise and complete daily work activities</td>
</tr>
<tr>
<td>HLTAID003 – Provide First Aid</td>
</tr>
<tr>
<td>HLTAID001 – Provide cardiopulmonary resuscitation</td>
</tr>
<tr>
<td>SISXEMR201A – Respond to emergency situations</td>
</tr>
<tr>
<td>SISSSDE201 – Communicate effectively with others in a sport environment</td>
</tr>
<tr>
<td>SISSSCO101 – Develop and update knowledge of coaching practices</td>
</tr>
<tr>
<td>SISSSPPT303A – Conduct basic warm up and cool down programs</td>
</tr>
<tr>
<td>SISXCAI303A – Plan and conduct sport and recreation sessions</td>
</tr>
<tr>
<td>NRL Level 1 Referee Accreditation or Netball Australia Level 1 Accreditation</td>
</tr>
<tr>
<td>NRL Level 1 Modified Games Coaching Accreditation or Netball Australia Foundation Coaching Accreditation</td>
</tr>
<tr>
<td>First Aid qualification and CPR certificate</td>
</tr>
</tbody>
</table>

WHAT QUALITIES ARE REQUIRED?

• An interest in NRL or Netball and a willingness to participate in both practical and theoretical components.

APPLICATION

• This course is offered to students wishing to pursue a career in the sport and recreation industry.

ASSESSMENT

• Students will gain competency as evidenced from written, oral and practical responses.

EQUIPMENT REQUIREMENTS

• Appropriate clothing to meet WH&S standards for specific sports

FEES

At this point in time, this course is delivered via Binnacle Training and available under the VETiS funding and DOES NOT incur a fee. Students that have already used their VETiS funding, may select this subject, however, will incur a cost for the qualification. The cost for non-VETiS students is $210.00 (qualification); and can be paid in two (2) installments. Additional costs are incurred for additional coaching certificates. A deposit of $100.00 is required by the end of term 3 2016 to secure a spot in the course. The second installment ($110.00) is due by the end of term 4 2016.
COURSE OUTLINE

Rural operations is a hands on practical course designed to give students a broad based general qualification that will provide transition to further study in Level 3 Certificates. It encompasses practical and theoretical components, based on stud and commercial beef production, ethical care of animals, safe work processes and basic skills in animal handling. The course is delivered by teachers in a classroom environment over two years in year 11 & 12 and registered training organisation, CSaT, issues the qualification upon successful completion.

Vocational competencies covered in AHC2126 Cert II in Rural Operations are:

<table>
<thead>
<tr>
<th>UNITS</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCOS201A</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>ACHCM204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCMOM203A</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCLSK317A</td>
<td>Plan to exhibit livestock</td>
</tr>
<tr>
<td>AHCLSK316A</td>
<td>Prepare livestock for competition</td>
</tr>
<tr>
<td>AHCLSK311A</td>
<td>Implement feeding plans for livestock</td>
</tr>
<tr>
<td>AHCLSK308A</td>
<td>Identify and draft livestock</td>
</tr>
<tr>
<td>AHCLSK305A</td>
<td>Maintain livestock water supplies</td>
</tr>
<tr>
<td>AHCLSK209A</td>
<td>Monitor water supplies</td>
</tr>
<tr>
<td>AHCLSK205A</td>
<td>Handle livestock using basic techniques</td>
</tr>
<tr>
<td>AHCLSK204A</td>
<td>Carry out regular livestock observation</td>
</tr>
<tr>
<td>AHCLSK202A</td>
<td>Care for health and welfare of livestock</td>
</tr>
<tr>
<td>AHCLSK201A</td>
<td>Assist with feeding in a production system</td>
</tr>
<tr>
<td>AHCINF202A</td>
<td>Install, maintain and repair fencing</td>
</tr>
<tr>
<td>AHCBI0201A</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
</tr>
</tbody>
</table>

WHAT QUALITIES ARE REQUIRED?

- The desire to work in the rural industry
- The ability to work in both supervised and unsupervised situations
- Preparedness to have a go at all activities
- Self-discipline to see a task out to completion

APPLICATION

The course is offered to students wishing to pursue a career in the rural industry as farm hands, jackeroos or continue on to higher certificate courses.

ASSESSMENT

Students will be assessed on the gaining of the appropriate competencies as evidenced from:

- Written responses
- Oral questioning
- Practical observations

EQUIPMENT REQUIREMENTS

Students will be required to provide the necessary protective clothing as required, eg. Safety glasses, overalls, safety boots, sun protection (hat). Students also require an appropriate note book and stationery for note taking purposes.

At this point in time, this course is delivered via CSaT and available under the VETiS funding and **DOES NOT** incur a fee. Students that have already used their VETiS funding, may select this subject, however, will incur a cost for the qualification. The cost for non-VETiS students is **$200.00 (qualification)**; and can be paid in two (2) installments. A deposit of $100.00 is required by the end of term 3 2016 to secure a spot in the course. The second installment ($100.00) is due by the end of term 4 2016.
COURSE OUTLINE

Chemistry is the study of the elements and the compounds formed from them. During the course, students will acquire knowledge of a range of chemicals and chemical theories and will use this information in various situations. The topics studied include the nature of matter, modern atomic theory and particle theory, the behaviour of acids and bases, organic chemistry and the study of reactions in general.

Practical work done throughout the course serves to develop laboratory skills and to demonstrate and test the theoretical aspects of chemistry studied in class.

WHAT WOULD I BE DOING?

WHAT WOULD I STUDY?

Through theory and practical work students learn about:

- Measurement, error, graphs
- Atomic theory and atomic structure
- Bonding and molecular structures
- Energy and rates of chemical reactions
- Chemical equilibrium and solubility
- Oxidation and Reduction
- Acids and Bases
- Organic chemistry
- The Periodic Table
- Kinetic Theory of Matter
- Gas laws.

WHAT QUALITIES ARE REQUIRED?

- An interest in Science and an A or B in Year 10 Science.
- Good mathematics skills and persistence in problem solving.
- High level of written communication skills and an A or B in Year 10 English.

APPLICATION

Chemistry is a prerequisite subject for some university science, technology and engineering courses. It leads to careers in all areas of science, including medical studies, engineering and industrial chemistry.

ASSESSMENT

Assessment takes the form of exams, experimental investigations and extended response tasks.

EQUIPMENT REQUIREMENTS

Students should have all of the usual stationery plus a notebook, science practical book and a scientific calculator.

ADDITIONAL INFORMATION

The study of Chemistry may be accompanied by the study of any of the other Senior science subjects.
COURSE OUTLINE

First and foremost, the students study the elements of drama, as they are manifested in a range of contexts, styles and forms, within a variety of content areas. Over the 2 year course of study, students will look at both heritage and contemporary forms of theatre, of which include; Realism, Physical Theatre, Brecht, Shakespeare, Contemporary Political Theatre, Eclectic Theatre, Verbatim, Asian Theatre Forms, Greek and Comedy. This senior course of study will also allow students to engage in several community based performances and workshops to experience real life learning contexts.

WHAT WOULD I BE DOING?

WHAT WOULD I STUDY?

- Senior Drama involves the study and implementation of specific practical skills. When studying Drama at a more advanced level, students will be expected to commit themselves to all practical activities, for example, role play, group discussion and rehearsal of text and improvised drama.
- The consistent application to the development of personal skills is also of great importance.
- The practical component of the course requires students to work in an individual capacity and with small to large groups in the preparation of improvised drama and with the interpretation and presentation of written text.
- The study of senior Drama involves both theoretical, historical and performance aspects. Technical skills of voice production and movement to express meaning are also theoretically studied.
- Drama is a highly practical subject but students need to be aware that at senior level a more serious theoretical study is undertaken and more than half the course work is written task work.

WHAT QUALITIES ARE REQUIRED?

- It is absolutely fundamental to this subject that all students are prepared to offer their highest level of commitment to course work.
- Students must be prepared to be cooperative with others and to attempt to develop their group work skills, e.g. listening, negotiating and compromising.
- A high level of confidence in performance is an advantage.
- Students achieving a sound in presentation of oral work in English curriculum would be of an appropriate basic standard. Students should show evidence of at least a sound pass in English and Satisfactory completion of at least 2 junior units of drama over the course of 9 & 10.
- The study of Year 9 & 10 Drama would be an advantage for students to have had a taste of what this subject requires.

SUBJECT APPLICATION

Students gain:
- Intellectual, emotional and social growth
- How to reflect upon their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and artists
- Self-confidence, problem solving and negotiation skills
- Expansion of cultural knowledge values and ethics in many contexts
- Education assisting those who choose to pursue a career in performing arts, media and any occupation requiring highly developed communication skills e.g. law, teaching and management profession.

ASSESSMENT

Students are assessed according to the plan outlined in the work program. This assessment plan includes a broad range of practical and written tasks such as:

- **Forming tasks** - Script writing
  - Directing
  - Devising a dramatic treatment

- **Presenting tasks** - Student devised drama work
  - Performing published play scripts

- **Responding tasks** - Extended written response
  - Evaluation & Reflections

During the two years of the course, there is an even balance of assessment among all of the content areas and learning dimensions described above.

EQUIPMENT REQUIREMENTS

Students must have plastic sleeves, 4 theatre notebooks for the creation of students ‘prompt books’ and a folder for the booklets and sheets that are provided.
COURSE OUTLINE

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

A cornerstone of the subject is the significance of play to a child’s development. Play involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children’s needs.

This course of study is designed to:
- Develop a range of interpersonal skills with general application in personal and working life
- Develop specific knowledge and skills to the childcare industry
- Provide an understanding of the scope of early childhood learning
- Develop awareness of the important role early childhood educators have in promoting child development

UNITS COVERED

Core:
1. Fundamentals of early childhood
   Describe concepts and ideas, and associated knowledge, understanding and skills related to early childhood learning.
2. Practices in early childhood learning
   Practices in early childhood learning describe concepts and ideas, and associated knowledge, understanding and skills and are the actions or processes used in early childhood learning.

Electives:
Electives provide opportunities to build on underpinning core concepts and ideas and explore early childhood learning through different lenses that influence the development of children. Students gain a well-developed understanding of the multifaceted, diverse and significant nature of early childhood learning and awareness of the important role of early childhood educators in child development.

- Elective 1: Play and creativity
- Elective 2: Literacy and numeracy skills
- Elective 3: Being in a safe place
- Elective 4: Health and physical wellbeing

WHAT QUALITIES ARE REQUIRED?
- An interest in children
- An ability to communicate with children
- A desire to develop industry skills
- Creative thought
- Sound management skills. Success often depends on a student’s ability to organise materials; hence students should possess effective time management skills

APPLICATION
A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher’s aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

ASSESSMENT
Assessment in Early Childhood Studies is continuous and includes early childhood learning in a range of contexts and through play-based learning activities. Students undertake a variety of assessment techniques, including projects, investigations, extended response to stimulus and short-response examinations. Students are assessed in the following dimensions: knowing and understanding, analysing and applying, and planning and evaluating.

EQUIPMENT REQUIREMENTS
- Throughout the course of study, students will develop a variety of craft and play-based activities as part of the assessable curriculum content. Students are required to source materials and cover ALL associated costs of these. **THIS IS A COMPULSORY ASPECT OF THE COURSE**
Students at Rockhampton State High School must choose either English or English Communication in Years 11 and 12. OP eligible students must choose English.

APPLICATION
This two year course is a prerequisite if considering a wide range of tertiary and job opportunities. A High Achievement in Junior English is a prerequisite for students planning to complete English in their senior years.

COURSE OUTLINE
English study aims to foster students’:

- higher-order thinking skills through the analysis, evaluation and creation of varied literary and non-literary texts
- skills that enable use and control of language across a range of texts and genres
- cultural heritage and a sense of historical and cultural traditions that lead to particular works and authors being highly valued
- awareness of how students’ personal attitudes and beliefs relate to those operating in their society and use of this understanding to explore individual understandings and relationships with the world through text studies
- understanding of how texts reflect or challenge cultural and social perspectives, representations and ways of thinking, and why texts sometimes generate different understandings

STUDENTS WILL LEARN TO:

- communicate effectively for a range of social and cultural purposes and audiences
- enjoy and appreciate a range of texts
- study closely a range of literary and non-literary works in various modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and create a wide range of texts through reading, listening, viewing, speaking and writing
- make choices about how best to convey intended meaning in the most appropriate medium and genre
- control language using grammar, punctuation, vocabulary and spelling

COURSE ORGANISATION
The senior course of study is organised into four semester units.
In order to successfully complete each semester’s work, students must create a range of written, spoken and multimodal tasks that demonstrate competency in three exit criteria:

- understanding and responding to contexts
- understanding and controlling textual features
- creating and evaluating meaning

ASSESSMENT
Course assessment is continuous and is collected for formative and summative purposes, requiring a consistent effort. Skills acquired in Year 11 are essential for Year 12.

Overall achievement and an exit level of achievement will be based on a folio of work displaying the fullest and latest information about a student’s progress.

Overall achievement will be based on a folio of work displaying the fullest and latest information about a student’s progress.
Students at Rockhampton State High School must choose either English or English Communication in Years 11 and 12. English Communication is designed for students who require a more practical or functional course than that provided by English.

APPLICATION
This course is most relevant to students who are considering entering the workforce or TAFE, directly from school. Students who have selected other SAS subjects or vocational education subjects are strongly urged to complement their studies with this course. Students who did not achieve at a High level in Year 10 English must study English Communication as an alternative to English.

COURSE OUTLINE
English Communication study aims to foster students’ ability to:
- develop literacies that enable them to engage in a rapidly changing cultural, social, economic and technological world
- communicate effectively for a range of social and cultural purposes and audiences
- draw on a repertoire of resources to create a variety of texts for application in the contexts of work, leisure and community
- develop confidence as purposeful language users
- enjoy and respond to a range of texts

STUDENTS WILL LEARN TO:
- create face-to-face, written, spoken and multimodal texts for a variety of purposes and a variety of audiences
- communicate with confidence in a variety of social and cultural contexts
- prepare a job folio and engage in a job interview
- engage with and respond to texts through the different mediums of listening, speaking, viewing and writing
- develop skills of language use, including grammar, punctuation, vocabulary and spelling

COURSE ORGANISATION
The senior course of study is organised into four semester units. In order to successfully complete each semester’s work, students must create a range of written, spoken and multimodal tasks that demonstrate competency in the following criteria:
- knowledge of contextual factors
- knowledge of textual features
- knowledge and understanding of texts

ASSESSMENT
Like any senior course, students are required to work consistently to complete set tasks which are designed to allow students to practice, develop and demonstrate language competencies. In English Communication, oral and multimodal tasks are weighted equally with written tasks, allowing students the opportunity to display their communication skills in a more accommodating environment. Course assessment is continuous and is collected for formative and summative purposes. Overall achievement will be based on a folio of work displaying the fullest and latest information about a student’s progress. Students will need a notebook and a manila folder for their folio.
COURSE OUTLINE

This course is designed to develop confidence in basic literacy skills in real life situations. All units of the course are designed around relevant real life experiences and needs for the workplace and independent living. This course is run by the Special Education Program.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?

This course is designed around 4 topics – Skills and Abilities, Marketing, Travel, Healthy Living. Units include – Interview Investigation, Market Gardening, Motoring, Body consciousness, Let’s Party, Slice of Life. Students will be involved in many practical activities with personal choice, decision making and problem solving playing a major role in their studies.

WHAT QUALITIES ARE REQUIRED?

Students who take this course need to have a desire to improve their ability to communicate on different levels and to participate more effectively in community life.

APPLICATION

This course is designed for students who have experienced great difficulty with English. Successful completion – Does not contribute credits towards the QCE. It is not suitable for people intending to go to university as it consolidates the basic skills essential for the workforce and independent living.

ASSESSMENT

Students are assessed through a variety of methods including practical tasks and group work.

EQUIPMENT REQUIREMENTS

Notebook, display folder and manila folder.
HEALTH EDUCATION (AUTHORITY - HED)

COURSE OUTLINE
Health Education is an OP subject for those interested in making decisions and solving problems about personal, peer, community and specific population health needs. It is an action-oriented subject that inspires students to implement and evaluate their own and others’ strategies to maximise the health and wellbeing of those in their communities. The focus of Health Education is the understanding of health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations.

Core areas of study covered:
- **Core contexts** – Personal Health, Peer Health, Family Health, Community Health & Health of Specific Populations
- Health inequities and the health needs of different population groups
- Key health theories and models
- Core health principles (including the Ottawa Charter for Health Promotion, the social view of health and the social justice framework)
- Health promotion and health promotion strategies

WHAT WOULD I BE DOING? WHAT WOULD I STUDY?
- Investigating a variety of health issues
- Use health information to solve problems and develop strategies for health change and health promotion.
- Practical learning experiences and data collection, communicating with key stakeholders within the local health community.

WHAT QUALITIES ARE REQUIRED?
Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. Developing student knowledge, understanding and skills in a wide range of health related areas will include -
- Gathering information from a wide variety of sources including excursions, media articles, guest speakers and internet;
- Investigating and solving problems as a group member;
- Developing and implementing strategies for health development and promotion;
- Evaluating the effectiveness of health promotion strategies.

APPLICATION
This subject aims to develop the knowledge, attitudes, values and skills needed to participate in health promotion. It counts towards an OP score and is recommended for tertiary studies or career pathways including Nursing, Paramedic, Medical Imaging, Physiotherapy, Medicine, Speech Therapy, Nutrition and Dietetics, Health Administration, Occupational Health and Safety, Environmental Health and other allied health professions. In addition, this subject provides the knowledge, skills and values to address health issues and play an active role in enhancing their own health and that of their community.

ASSESSMENT
Health Education provides opportunities that encourage students to think critically and to reflect upon their place in the world, and to self-direct this learning in the classroom and in contemporary and future “real-life” learning contexts. The three dimensions used to assess student performance are:
- Knowledge and understanding
- Application and analysis
- Synthesis and evaluation

EQUIPMENT REQUIREMENTS
1. ‘Normal’ stationery, single A4 subject book, a suitable permanent 2 year binder (essential).
HOSPITALITY PRACTICES (AUTHORITY REGISTERED – HPJ)

COURSE OUTLINE

Hospitality Practices focuses on the knowledge, understanding and skills relating to food and/or beverage production and service. Students will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. Students will also be encouraged to develop skills, processes and attitudes desirable for future employment in the sector.

This course of study is designed to:

- Develop knowledge, understanding and skills of the hospitality industry
- Develop personal attributes by encouraging co-operative and team related work ethics
- Establish attitudes of effective participation and personal responsibility

UNITS COVERED

- Navigating the hospitality industry (core)
- Working effectively with others (core)
- Hospitality in practice (core)
- Beverage operations (elective)
- Food & beverage service (elective)

KEY IDEAS

- Safety & hygiene
- OH&S/WH&S – legislation
- Knife skills
- Culinary terms
- Food presentation & preparation
- Food & beverage production skills & planning
- Evaluate effectiveness of food preparation
- Teamwork
- Coffee machine operation
- Role play
- Service support
- Safe personal presentation
- Identify workplace safety & security procedures
- Identify causes of workplace accidents
- Basic first aid techniques
- Hazards in food & beverage handling
- Demonstrate skills & understanding of hygiene procedures & preventing risks
- Needs & expectancies of events
- Factors influencing decisions
- Plans of action
- Managing resources
- Produce & deliver food products & services
- Evaluations & reflections
- Events management
- Cake decorating techniques
- Communication in the industry
- Handling money
- Customer service
- Sustainable practices
- Cultural diversity & characteristics

WHAT QUALITIES ARE REQUIRED?

- An interest in food preparation, presentation and service.
- Sound management skills. Success often depends on a student’s ability to organise materials and write activity reports. Students should possess effective time management skills.
- Ability to work with a team showing responsibility and commitment. Students are required to complete practical assessment tasks in their own time; including during lunch breaks (e.g. coffee shop) and outside school hours (e.g. catering for school events and school restaurant). THESE ARE COMPULSORY ASPECTS OF THE COURSE.

APPLICATION

A course of study in Hospitality Practices can establish a basis for further education and employment in hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation. It can also be a source of leisure activity or life skills.

ASSESSMENT

Assessment is continuous and includes both practical and theoretical evaluation. Students undertake a variety of assessment techniques, including projects, investigations, extended response to stimulus and short-response examinations. Students are assessed in the following dimensions: knowing and understanding, examining and applying, and planning and evaluating.

EQUIPMENT REQUIREMENTS

Catering at functions is part of the assessable curriculum content and students are required to purchase a catering shirt through the school in term one of year 11. Other compulsory items are black closed-in shoes and black long pants/skirts. Students may also be required to source additional consumables to complete assessment tasks during the course of study and will cover ALL associated costs of these.

$40 semester levy paid at the start of each semester applies to this course to cover consumable costs PLUS $25 for a catering shirt (one off fee)
If you enjoy using a computer, or are considering seeking employment where computer use is part of your job, then consider ICT as a general computer course. Many employers look for computer experience on an applicant’s resume, and ICT satisfies that requirement.

ICT gives you experience using a variety of office programmes (such as Word, PowerPoint, Excel, and Access), but mainly focuses on a multimedia experience that can be used both at home and at work.

If you wish to learn programming and database design, you can take IPT as well.

What qualities are required?

An interest in computing, graphics, multimedia and the Internet.
An ability to work wisely with your time.
An ability to work independently.
There are no prerequisites for this subject, however, it is recommended that students have undertaken at least one junior computing subject.

Course Outline - topics include

Website development
Digital still imaging and editing
2D Animation to video
Digital audio editing to CD
3D modelling animated to video
Digital video editing to VCD and DVD
Create multimedia website on CD
Create multimedia DVD

Assessment

All work is completed in class. There is usually one assessment item per term. Over the 2 year course, there are usually 8 in-class assessment items.

Application to the workforce

Upon completing this course, a student will have the experience in computer use that employers are looking for in entry level employees. The broad basis of this course acts as an introduction to a wide variety of computer applications that are used in the home, business, manufacturing, education and entertainment industries.

You can choose IPT as well as ICT.
COURSE OUTLINE
The subject Industrial Technology Skills focuses on underpinning industry practices and production processes required to manufacture products in a variety of manufacturing industries including engineering, building and construction, furnishing, automotive, plastics and aerospace. By studying this subject students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

WHAT WOULD I BE DOING? WHAT WOULD I STUDY?

- Mandatory Core Topics
  - Industry Practices
  - Production Practices

- Electives from the following “Industry Areas”
  - Industrial Graphics
  - Engineering
  - Automotive
  - Aeroskills
  - Plastics
  - Building and Construction
  - Furnishing

WHAT QUALITIES ARE REQUIRED

- An interest in making projects with tools
- Safety conscious
- A willingness to learn new processes
- Ability to carry out instructions

APPLICATIONS

This course is for (non OP) students who have no firm trade direction in mind. Students who enjoy making objects and solve practical problems well. This course has limited written expectations and the majority of the course is completed in practical work.

ASSESSMENT

Levels of achievements will be determined by marks assigned to Knowledge & Understanding, Applied Processes & Practical Skills with some written and spoken expectations.

EQUIPMENT REQUIRED

Students must supply safety glasses, steel capped boots, hearing protection, overalls or long drill pants and shirt.

Student placements in this course of study will be limited to those students who have demonstrated the ability to follow safety procedures in Manual Arts subjects in junior curriculum. Students who have NOT demonstrated this commitment to safety in junior curriculum will be considered on an individual basis at the discretion of the school.

A $30/semester levy will apply to this subject to cover the costs of consumable materials used by students in class.
INFORMATION PROCESSING & TECHNOLOGY (AUTHORITY – IPT)

COURSE OUTLINE

IPT is an academic QSA subject in which students learn about finding and using information via computers.

Students learn by engaging in a wide variety of practical and theoretical experiences. Elements of the subject include algorithmic languages, knowledge representation, computer systems, expert systems, fourth and fifth generation languages, information storage and processing systems and social and ethical implications.

If you wish to do a multimedia computer course, you may take ICT as well as IPT.

WHAT WOULD I BE DOING?

WHAT WOULD I STUDY?

Through theory and project work students will learn about:

- Computer hardware configurations
- Operating systems such as Windows, Unix, Mac OSX
- Programming languages such as Scratch, Python, Visual Basic
- Program design and implementation
- Relational database design and implementation
- Social and ethical issues associated with computers
- Artificial intelligence issues
- Design and implementation of expert systems

WHAT QualITIES ARE REQUIRED?

- An interest in computers, computer software and the effects of computers on our society
- An organised approach to study and assignments
- Good communication skills as shown by results in English.
- It is recommended that students have undertaken one (but not mandatory) or more junior computing subjects.

APPLICATION

IPT is not generally a prerequisite for tertiary courses but it would be very valuable to students intending to go on to do Science, Maths, Computing, Engineering or Business studies. It would also equip students with the basic skills for using computers in the workplace and a basic knowledge and understanding of the role of technology in our present and future society.

ASSESSMENT

Assessment will be based on examinations, written assignments, case studies and practical computer skills.

ADDITIONAL INFORMATION

Students may also choose ICT as well as IPT.
COURSE OUTLINE
The Senior Japanese Course builds on the basis of the Junior Course. It aims to:
- develop student’s communicative proficiency
- increase understanding of the student’s own language and that of Japanese people
- use and increase the skills and knowledge that students have acquired in Junior
- extend the student’s learning experience in indepth study of relevant topics and realistic situations
- increase student's cultural knowledge of Japan and colloquial and formal styles of language
- develop the use of all four macro skills (i.e. listening, speaking, reading and writing)

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
- Studying theme based topics such as Leisure in Japan, Travelling in Japan, Celebrations, Homestay, Eating habits, Speech making, Directions and Seeking employment
- Using all four macro skills of listening, speaking, reading and writing
- Writing in hiragana, katakana and from 300 kanji
- Studying elements of Japanese culture

WHAT QUALITIES ARE REQUIRED?
- An interest in learning about Japanese language and culture
- A commitment to ongoing study
- Ability to work cooperatively in pairs and groups
- Self confidence would be of benefit
- At least a sound achievement level from year 10 Japanese.

APPLICATION
Japanese is suitable for students wishing to work in the hospitality or tourist industry including hotel work, food and beverage service and tour guide work.
Careers in interpreting, embassy work, and law or business would be benefited by Japanese study.
Opportunities for work overseas and also teaching would come directly from this study.
Employers generally have a high regard for experience in study of Languages other than English (LOTE).

ASSESSMENT
Students are assessed in all four macro skills (listening, speaking, reading and writing) at least three times in each year.

EQUIPMENT REQUIRED
Workbook, pens, pencil and eraser.
LEGAL STUDIES  (AUTHORITY – LEG)

COURSE OUTLINE
A graduate of Legal Studies is an informed citizen. Legal Studies equips students with “real-life” knowledge and skills that can be utilized beyond the classroom and in the real world. Rather than acquire a detailed knowledge of the law, students will study a variety of current legal issues arising out of common social situations and community matters.

WHAT WOULD I STUDY?

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introduction to the Legal System</td>
<td>Human Rights</td>
</tr>
<tr>
<td>Criminal Law (2 terms)</td>
<td>Family and the Law</td>
</tr>
<tr>
<td>Civil Obligations (Civil Law)</td>
<td>Independent Study – choice of topic</td>
</tr>
<tr>
<td></td>
<td>Jobs and the Law</td>
</tr>
</tbody>
</table>

LEARNING EXPERIENCES:
- Excursions to the courthouse, police station
- Guest speakers including police officers, solicitors, anti-discrimination representatives, Rule of Law Institute of Australia, Young Workers Advisory Service, Department of Community Services, Department of Industrial Relations, union representatives, public trustee representatives to name a few.
- An opportunity to participate in the Bond University Mooting Competition, Law Week High School Law Debates, Youth Parliament and various essay competitions.
- Learning activities include mock trials, case studies, role-plays, research debates and interactive learning activities.

STUDENT QUALITIES REQUIRED:
Students considering Legal Studies should achieve a pass in Year 10 English and have an interest in our legal system and current issues affecting community members.

APPLICATION:
Legal Studies is not a pre-requisite for university studies in law, however, the subject would benefit those planning a legal/business career, a career in the Queensland Police Force or other law related occupations.

ASSESSMENT METHODS:
Exams, inquiry tasks (assignments), non-written presentations & extended response tasks.

EQUIPMENT REQUIREMENTS:
Students will require an A4 exercise book for notes.

ADDITIONAL INFORMATION:
Students are encouraged to study Legal Studies and Accounting and BCT or Cert II in Business.
COURSE OUTLINE

This course is designed to develop capability and confidence with basic mathematical skills in a functional manner. All units of the course are designed around relevant real-life experiences and needs for the workplace and independent living. This course is run by the Special Education Unit.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?

The course is centred on 3 topics – measurement data collection and money matters. Units studied include – Preparing to Work, Landscaping and Business, Running Transport, Cost of Work, Planning a Party. Students will be involved in practical activities such as cooking, task analysis, designing and calculating.

WHAT QUALITIES ARE REQUIRED?

Students are expected to do regular work including assignments and practical activities in class time. A willingness to learn is important.

APPLICATION

This course is designed for students who have experienced great difficulty in maths in earlier years. Successful completion – Does not contribute credits towards the QCE. It aims to address the need for all people to possess the basic numeracy skills needed to function as a citizen. It is not suitable for people intending to go on to university, but will assist those wanting to go straight to the workforce.

ASSESSMENT

Students are assessed in a variety of ways, including practical tasks and group work.

EQUIPMENT REQUIREMENTS

Notebook, display folder, calculator and manila folder
COURSE OUTLINE
This course is designed to provide students with a relevant and applied mathematical basis for life after school. This subject provides an excellent opportunity for students considering TAFE, some apprenticeships and traineeships.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
This course centres itself around mathematics involved in trade and practical courses, hospitality, tourism and the business sector. Class work varies from traditional classroom work to model making, report writing and oral presentations.

The 5 topics covered throughout the course include:-
- Mathematics for interpreting society: number
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organisation: finance

WHAT QUALITIES ARE REQUIRED?
Students studying this maths course generally do so as they wish to go to TAFE or seek apprenticeships/traineeships such as painting, plastering and associated industries. You should not choose this subject if you wish to go to University. Positive progress in this subject shows employers your potential as a worker and TAFE student.

APPLICATION
This subject suits students not going on to further university study and is ideal for TAFE entry and/or apprenticeships/traineeships.

ASSESSMENT
You will be required to do exams, construct models, and complete various tasks. Students are assessed on three criteria, Explaining, Knowledge and Applications.

EQUIPMENT REQUIRED
Notebook, scientific calculator.
COURSE OUTLINE
This is a subject designed for students who are interested in obtaining an OP and enrolling in university courses which have Mathematics as a minor component. It is a suitable entry subject for many University courses and as such has a high level of content and requires academic application to study.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
The course consists of the following topics –
- Managing Money
- Applied Geometry
- Navigation/Land Management
- Exploring and Understanding Data
The course is structured in a spiral manner, with each topic being revisited and developed to a greater depth over the two-year period. Students will be expected to do assignments and tests.

WHAT QUALITIES ARE REQUIRED?
This subject requires regular work and study. Students undertaking the course should have been successful in either of the Year 10 Semester 2 Units MAT (Core) or MAX (Extension), and be prepared to show a commitment to regular study and class work.

APPLICATION
This subject is ideal for students undertaking University courses, where Maths is required, but Maths B is not. It is recommended for students wishing to pursue further study and training at a tertiary level in areas such as:
- Toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics.
- Tourism and hospitality.
- Administrative and managerial employment in a wide range of industries.
- Architecture and nursing.
Students who are not OP eligible should select pre-vocational maths.

ASSESSMENT
Students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations. Students will give oral presentations on a prepared topic, as well as undertaking pen and paper tests. The criteria used in assessment are Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.

EQUIPMENT REQUIREMENTS
A4 lecture pads, a scientific calculator is essential.

ADDITIONAL INFORMATION
This subject in many ways is just as demanding as Maths B. Students not prepared to meet the suggested requirements or are prepared to perform the necessary study should seriously consider studying Pre-Vocational Mathematics.
MATHEMATICS B  (AUTHORITY – MAB)

COURSE OUTLINE
This is a subject designed for students who are interested in university courses which require Mathematics. IT IS A PREREQUISITE SUBJECT FOR MANY UNIVERSITY COURSES WHICH INVOLVE THE STUDY OF MATHEMATICS, such as some Science, Engineering, Medical, Statistics, Information Technology, etc.

It provides the background needed for these courses and the tools needed, such as calculus, analysis of functions, etc.

As the Maths prerequisites can vary considerably between universities, check with the Guidance Officer if you are unsure of your selection.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
This subject consists of 7 topics –
• Functions
• Rates of Change
• Periodic Functions
• Exponential and Log functions
• Optimisation
• Introduction to Integration
• Applied Statistical Analysis.

The course is structured in a spiral manner, with each topic being revisited and developed to a greater depth over the two-year period. While the course contains real-life applications, there is a strong theoretical component and a heavy emphasis on algebraic methods.

WHAT QUALITIES ARE REQUIRED?
Students choosing this subject need a good background in Junior. They MUST have studied and achieved well in the extension level (MAX) of the grade 10 course. They must also have regular study habits, being prepared to do regular homework and study, and to experiment with a variety of methods of attacking problems. IT IS IMPORTANT SHOW A COMMITMENT TO REGULAR STUDY. It has been established that students NOT meeting these qualities invariably experience difficulty in this subject.

APPLICATION
As already mentioned, this subject is a prerequisite for a number of University courses. In addition to providing essential mathematical tools for these courses, the subject develops logical thinking patterns that are so essential for academic courses.

ASSESSMENT
Students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations, as well as undertaking pen and paper tests. The criteria used in assessment are Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.

EQUIPMENT REQUIREMENTS
COURSE OUTLINE
This course is designed for students who have a very good background in Junior Maths, and who are interested in university courses that have a large mathematical component in them. It is especially applicable to students who may wish to study Engineering and IT. Designed as a supplement to Maths B, the course uses the mathematical tools of that subject, and applies them in practical examples.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
The course consists of 6 core topics –

- Introduction to Groups
- Real & Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Calculus
- Structures and Patterns

In addition there are two options, chosen from such headings as Probability, Dynamics and others. The course is structured in a spiral manner, with each topic being revisited and developed to a greater depth over the two year period.

WHAT QUALITIES ARE REQUIRED?
Students choosing this subject should have achieved at each a HIGH level in the Junior Mathematics unit MAX (extension). They must be prepared to do regular study and homework and to experiment with a variety of methods of solving problems. Students choosing this subject must also choose Mathematics B.

APPLICATION
We have recently received letters from two Universities stating Maths C is now desirable for Engineering and I.T. It is very useful for courses that have a large mathematical component, as the course gives a good introduction to the topics that are studied during these courses and develops the logical thinking patterns that are so essential for them.

ASSESSMENT
Students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations, give oral presentations on a prepared topic, as well as undertaking pen and paper tests. The criteria used in assessment are Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification.

EQUIPMENT REQUIREMENTS
Graphics Calculator, two A4 lecture pads.
MODERN HISTORY  (AUTHORITY – MHS)

COURSE OUTLINE
Through the study of Modern History, students can understand why our modern world is the way it is. Students will investigate the changes that have shaped today’s world; their causes and the roles people have played in those processes.

There will be a need to develop and practise communication skills throughout studying history, we should be more ready to cope with the present and influence the future.

WHAT WOULD I STUDY?
The following units would be studied, but the order may vary:

Semester One:  Studies of Conflict: The World at War WW1 & WW11.
Semester Two:  National History: Australia, The U.S.A & Australia
Semester Three: Ideas and Beliefs: Imperialism and Communism
Semester Four: The Individual and History: The concept of the “Great Person” in history.
Studies of Hope

WHAT WOULD I BE DOING?
Inquiry is central to the study of Modern History. This is developed through in-depth studies in which students identify an historical issue, investigate that issue and reach conclusions or make judgements about it.

In any in-depth study, the use of a variety of historical sources, primary as well as secondary, will be crucial.

WHAT QUALITIES ARE REQUIRED?
A genuine interest in modern history.

An ability to research topics and critically assess the forces and influences that have shaped society.

A high level of literacy is desirable and commensurate oral skills are important.

A sound level of achievement or better in English and Year 10 History.

APPLICATION
This subject is not designed as being career specific. It is for those who want a balanced, well-rounded education. Students of Modern History are exposed to political thought, cultural achievement and human conflict to form opinions on why the modern world is shaped as it is.

ASSESSMENT
There are three major pieces of assessment per semester. They will include a mix of written assignments, stimulus responses, extended writing responses, orals and content tests.

EQUIPMENT REQUIREMENTS
Workbook and materials to write with.
MUSIC   (AUTHORITY – MUS)

COURSE OUTLINE

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying CDs and DVDs), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), students have an individual experience of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. This senior course of study will also allow students to engage in several community-based performances to experience real life learning contexts.

The senior music program is a 2-year course that aims to:

- Develop an understanding of music in a variety of styles and contexts.
- Involve students in music making through a range of learning experiences designed to be developmental, practical and aesthetically satisfying.
- Develop an enduring appreciation of and lifelong involvement in music.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?

The study of music has three assessable areas, Composing, Performing and Musicology (formally Analysing)

This course requires students to:
Listen to and analyse repertoire, study the theory of music, as well as compose and perform (playing music) in a variety of styles and genres. The course also requires students to perform in various class ensembles on a variety of instruments, in a variety of styles and genres.

WHAT QUALITIES ARE REQUIRED?

It is highly recommended that students have studied music in at least one semester in both years 9 and 10 and have passed. However, music may be selected in senior, if students can read music and proficiently play an instrument.

Students achieving a sound in the English curriculum would be of an appropriate basic standard, along with showing evidence of at least a satisfactory completion of at least 2 junior units of MUSIC over the course of 9 & 10.

The discipline required to develop musical skills both within and out of the classroom is required with the student demonstrating commitment to community performances, which is embedded in the assessment program.

STUDENT APPLICATION

Music is suitable for those students who have an interest in music and who wish to further develop their appreciation and study of music. Furthermore, students who study music become musically literate and capable of communicating through music, and become informed, articulate participants in the wider community.

ASSESSMENT

The assessment is continuous and includes listening to and studying music; composing; performing and responding to music.

The musical styles covered over the 2-year course include:
- Jazz
- Australian Music
- Rock Music
- Classical Music
- 20th Century Music
- Music Theatre
- Film Music
- Instrumental

EQUIPMENT REQUIREMENTS

Students will require: 1x 96 page notebook; 2x 12 stave manuscript books, 1x blank USB, 2x HB lead pencils, 2x 2B lead pencils, Eraser.
PHYSICS (AUTHORITY – PHY)

COURSE OUTLINE
Physics is a fundamental science in which the cause-effect relationships of the universe are investigated. It is concerned with the understanding and application of the fundamental laws of nature. Topics covered in the course include optics, electricity, magnetism, energy, properties of matter, mechanics, quantum theory and electronics. Practical work completed throughout the course serves to develop laboratory skills and to illustrate and reinforce the theoretical aspects studied in class. It is more mathematical than other science subjects so that students can expect to use concepts learnt from Mathematics B and C.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
Through theory and practical work students learn about:

- Measurement, error, graphs.
- Motion - distance, speed, acceleration, vectors
- Forces including gravity
- Circular motion, projectile motion, simple harmonic motion
- Energy, Work, Power, Momentum
- Heat and temperature and their effects
- Electricity, electronics
- Magnetism and electromagnetism - generators and motors
- Atomic and Nuclear Physics

WHAT QUALITIES ARE REQUIRED?

- An interest in Science and Mathematics and an A or B in Year 10 Science.
- Students should also be studying Mathematics A, B or C.
- High level of written communication skills and an A or B in Year 10 English.
- Good mathematics skills and persistence in problem solving.

APPLICATION
Physics is a prerequisite subject for engineering, technology and science courses at University. It is a desirable subject for any student intending to continue in almost any area related to science or technology (including computing) and provides a suitable grounding for various apprenticeships (especially electrical).

ASSESSMENT
Assessment takes the form of exams, experimental investigations and extended response tasks.

EQUIPMENT REQUIREMENTS
Students should have all of the usual stationery plus a notebook, science practical book and a scientific calculator.

ADDITIONAL INFORMATION
The study of Physics may be accompanied by the study of any of the other Senior science subjects.
Physical Education is an OP subject for those interested in both the practical and theoretical aspects of sport and physical activity.

Possible practical areas covered:
- Archery, Golf, Tennis, Trampoline, Water Polo, Touch Football, Netball.

Possible theoretical areas covered:
- Skill acquisition
- Psychology of sports performance
- Biomechanics of learning physical skills
- Energy for physical performance
- Training, exercise and physical performance
- Evaluating physical performance
- Physical activity in Australian culture

Students wishing to study Physical Education should have shown an interest and ability in Health and Physical Education within the junior school and be competent English students.

WHAT WOULD I BE DOING? WHAT WOULD I STUDY?
- Learning skills and sporting performance
- Exercise Sciences and sports performance
- Sports Sociology - the place of sport and physical activity in Australian society

WHAT QUALITIES ARE REQUIRED?
Commitment to develop both theoretical and practical abilities in a wide range of Physical Education areas which will include -
- An ability to organise oneself and study consistently (ongoing assessment tasks and regular home tasks).
- A focus on developing and refining a wide range of performance skills.
- A desire to think and write about a variety of issues relating to performance and appreciation for sport and physical activity.
- A commitment to working collaboratively in a team environment.

APPLICATION
This subject focuses on each student’s development in the areas of Physical Activity, Sport and Recreation. It counts towards an OP score and is recommended for university studies or career pathways in Recreation, Teaching, Physiotherapy, Occupational therapy, Nursing, Medicine, Health services and sports coaching/administration, or be useful in university studies in Recreation, Teaching, Physiotherapy, Occupational Therapy, and Medicine. It can also lead to vocations in the fitness, sport and recreation industry.

ASSESSMENT
Three major areas are focused on in assessing student performance:
- Acquiring knowledge and skills
- Applying knowledge and skills
- Evaluating performances

EQUIPMENT REQUIREMENTS and FACILITIES LEVIES
- Students are required to wear appropriate clothing for practical activities to conform to Health and Safety Standards including all required sports safety codes.
- Students will be using outside community facilities for several of the learning units. Students will be expected to pay for the use of these facilities and devote some of their own time to move between school and venues. Examples of outside venues and costs include Trampoline ($60), Swimming Pool ($30), Golf ($30) and Tennis ($25). Maximum costs would be $100 each year.
- It is essential that students have a suitable permanent binder for the 2-year course of study.

ADDITIONAL INFORMATION
Students can study the QSA Authority subject Health Education and the Registered-Physical Recreation subject in conjunction with this subject. All 3 subjects are separate and independent from each other. Consideration however, should be given though to balancing choices, student interests and longer term career goals.
COURSE OUTLINE

This course is designed for students who have an interest in physical fitness, sporting skills and a healthy lifestyle. It is focussed on preparing students for careers in the Recreation Industry. The Recreation Industry includes Fitness, Sport And Outdoor Recreation Sectors.

It aims to:

• Develop leadership skills required to become a quality employee within the recreation industry
• Develop an awareness of the role of recreation in our community and investigate strategies to promote recreational participation
• To develop a wide range of recreational and sporting interests
• Develop knowledge and awareness of current safety principles and risk management procedures
• Develop awareness and commitment to recreational participation and associated physical fitness as an aspect of lifelong health
• Develop movement skills in a range of games and sports and elective areas

Students who elect to study Physical Recreation must be prepared to pay charges for:

a) the use of community facilities and excursion expenses
b) accreditation for coaching, refereeing, first aid courses etc.

WHAT WOULD I BE DOING? WHAT WOULD I STUDY?

Examples:
Principles of Beginning Coaching; Bronze Medallion (Lifesaving)
Personal Skills Development(including Table Tennis, Lawn Bowls, Indigenous Games, Bronze Medallion,
Rogaining, Badminton, Athletics, Street Hockey/Skateboarding)
Refereeing Principles; Event organisation; Strength and Conditioning; Coaching and refereeing different sports and groups

WHAT QUALITIES ARE REQUIRED?

A commitment to preparing for vocational/career options within the recreation industry.
Interest in sports and developing own sporting skills.
Interest in coaching, refereeing and administration of sports and physical activity.
A commitment to working collaboratively in a team environment.

APPLICATION

Recreation Studies is suitable for those students who wish to extend their experience in recreational and sporting activities. It will directly enhance students’ opportunities to gain experience in the Recreational field. It also has personal application in providing healthy lifestyle choices for students.

ASSESSMENT

Assessment is continuous and includes practical and theoretical evaluation based on S.A.S. accredited guidelines.

EQUIPMENT REQUIREMENTS and FACILITIES LEVIES

• Students are required to wear appropriate clothing for practical activities to conform to Health and Safety Standards including all required sports safety codes.
• Students will be using outside community facilities for several of the learning units.
  Students will be expected to pay for the use of these facilities and devote some of their own time to move between school and venues. Examples of outside venues and costs include Lawn Bowls ($30), Table Tennis ($30) Bronze Medallion and swimming proficiency ($30).
• Accreditation/Certification (National and Community) may incur additional costs and these costs will be optional and communicated to students and guardians as opportunities arise during the course of study.
• It is essential that students have a suitable permanent binder for the 2-year course of study.

ADDITIONAL INFORMATION

Students can study the QSA Authority subjects, Senior Physical Education and Health Education, in conjunction with this subject as all 3 subjects are separate and independent from each other. Consideration however, should be given though to balancing choices, student interests and longer term career goals.
COURSE OUTLINE
Science in Practice is designed for students wanting to gain a job, school based apprenticeship or traineeship, or TAFE course that has a science focus. They will gain the scientific knowledge, skills and attitudes needed for a range of work settings. Students will develop an appreciation of the issues and impacts of science, the skills to use and apply a range of technologies, practical skills and work-related practices essential for effective participation in the workforce. This includes a curiosity and interest for the world they live in, and consequently a sense of responsibility for the stewardship of their local and global environments.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
Through theory, field work and practical activities students learn about:
• Use of science in the workplace (agriculture, hairdressing, electrician)
• Impact of fossil fuel use on the environment
• Sustainability of renewable energy sources (wind, solar, hydro and geothermal)
• Causes and treatment of common human diseases (asthma, cancer, obesity, heart disease)
• Preventative health measures and healthy lifestyles
• Management of environments (coral reefs, waterways, agricultural land)
• Impact of humans on natural environments
• Uses of cutting edge technology (fibre optics, medical imaging)

WHAT QUALITIES ARE REQUIRED?
• An interest and ability in Science as shown by Year 10 results.
• Good written and oral communication skills as shown by Year 10 English results.
• Willingness to participate in practical, hands-on activities. i.e. field trips, experiments.

APPLICATION
Science in Practice is a useful subject for students wanting to find work after school as a lab manager, horticulture or aquaculture worker, wildlife carer, vet assistant, conservation worker, enrolled nurse, fitness instructor, dental assistant, pharmacy assistant, hairdresser, fisheries inspector, park ranger, tour guide, greenkeeper or gardener.

ASSESSMENT
Assessment takes the form of practical projects, field work, exams and assignments.

EQUIPMENT REQUIREMENTS
Students should have all of the usual stationery plus a notebook for the subject. Teachers will advise of any special requirements for their classes.

ADDITIONAL INFORMATION
The study of Science in Practice may be accompanied by the study of any of the other Senior science subjects. This subject is recommended for non-OP students.
COURSE OUTLINE

Art is designed to make students aesthetically and culturally literate, as well as develop skills in the use of a variety of art media. The two strands of “Making Art” and “Appraising Art” are interwoven within “Bodies of Work”. “Bodies of Work” are generated using the “Inquiry Learning Model” which requires students to engage in, and document ongoing reflections of both their practical and written work. Over the two years, students will experiment with a range of media, (e.g.: painting, drawing, printmaking, sculpture, electronic imaging, and could explore optional media such as film, sound art and installation). In Year 12, students will select and research individual themes through visual explorations and make resolved visual artworks within two Bodies of Work that will include an Appraising Task within each Body of Work. Within Appraising students will explore artworks of historic and contemporary artists that are in some way linked to their own work, and develop an understanding of the importance of context in the making of both their own and others artworks.

WHAT WOULD I BE DOING?

WHAT WOULD I BE STUDYING?

Making and Appraising Art tasks in the following units:

**Year 11**

Unit 1: Observing Reality (students create an experimental folio of realistic artworks based on photographs and real objects and complete an 800 – 1000 word research essay).

Unit 2: Dissecting and Reconstructing Reality (students create a folio of artworks based on fragmenting artworks and images and recombining those fragments and complete an exam based on artists who work with fragmentation).

Unit 3: Reacting to, Expressing and Re-Designing Reality (students create an experimental body of artworks based on their interests and complete an essay based on artists who they consider to be mentors or to have influenced their own work).

**Year 12**

Body of Work 1: Environments (students create a Body of Work based on their interpretation of the concept Environments and complete a 1000 -1200 word research essay).

Body of Work 2: The Narrative (students create a Body of Work based on their interpretation of the concept The Narrative and complete a 1000 – 1200 word research essay. This may include a reorientation or extension of the 1st Body of Work) Extension: (students further extend either the Environments or The Narrative Body of Work).

WHAT QUALITIES ARE REQUIRED?

Students should have demonstrated the ability and motivation in Year 10 to research and complete both written and practical work as evidenced by at least a sound pass in English and satisfactory completion of at least one unit of Art in Year 9 and/or Year 10.

- Interest in art
- Self Motivation
- Willingness to experiment
- Persistence
- Problem Solving
- Research Skills

Application to both Written and Practical Areas

SUBJECT APPLICATION

Art has specific practical applications to many professions and careers. In addition, as part of your general education and life preparation, art allows you to explore and represent feelings and ideas in a visual way and gives you problem solving skills.

ASSESSMENT

Practical Folios and Practical Components of Bodies of Work 66%
Theoretical Analyses of related Artists and Artworks 34%

EQUIPMENT REQUIREMENTS

A range of drawing tools (4B & 2B pencils, eraser etc.), A4 visual diary or sketchbook. All other equipment is supplied with the exception of canvases and Perspex and other specialty items, which must be sourced by students if nominated as chosen media.

ADDITIONAL INFORMATION

Students may study both Visual Art and Visual Arts in Practice depending on availability.
VISUAL ARTS IN PRACTICE (AUTHORITY REGISTERED - VAS)

COURSE OUTLINE
Visual Arts in Practice is a 2-year senior art course aimed at developing skills, processes and work practices for the art, design and other related industries. It is a practical subject where students respond to set unit tasks in visual ways. Skill development and knowledge of art media, techniques and processes, as well as Workplace Health and Safety Practices are the basis of this course. Students are encouraged to develop and appreciate the potential of these skills in both possible future employment and creative leisure activities.

Units offered in Year 11 (formative) are Drawing, Ceramics, Printmaking and Painting and Digital Imaging (including Digital Photography). These units give students the opportunity to explore 2D, 3D and Digital and 4D media, techniques and processes. In Year 12 (summative), students will explore a variety of media, techniques and processes and use and extend upon knowledge and skill developed in Year 11 to respond to 2 (1 per Semester) given concepts through the completion of Minor and Major Folios.

WHAT WOULD I BE DOING?
WHAT WOULD I STUDY?
• Practical units of work that are chosen from the above list, e.g. compiling a drawing folio from a range of tasks using a variety of media.
• Theoretical tasks that align with the practical focuses.
• Language, techniques, processes and procedures related to chosen units.
• Workplace Health and Safety.

WHAT QUALITIES ARE REQUIRED?
• An interest in art and a desire to develop skills.
• Self-motivation and the ability to finish tasks in a set time frame.
• Initiative to explore a range of art-making processes.

APPLICATION
This subject would be highly desirable but not a prerequisite for students intending further studies in the art field at a tertiary level. It is a SAS therefore it may offer TAFE based options of Certificate courses.

This subject offers valuable skills for employment in arts related industries, self-employment and leisure time activities.

ASSESSMENT
Assessment is based on practical folios, exams, assignments and technical notebooks. The units have theory-based components on technical processes, related artists and their working contexts and Workplace Health and Safety training from the practical work.

EQUIPMENT REQUIREMENTS
A range of drawing tools (2B, 4B, 6B) pencils, black fine liner pen and black Nikko, ruler, eraser, A4 sketch book and A4 display folder.

Students may need to purchase their own specialty materials (canvases, perspex, etc.).

ADDITIONAL INFORMATION
Students may study both Visual Art and Visual Arts in Practice.