



PINE RIVERS STATE HIGH SCHOOL



YEAR 11 SUBJECT SELECTION 2009

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From the Principal - Preparing for Year 11

This booklet is designed for students and parents to help students prepare for Year 11. It contains important information and advice which should be considered carefully before making subject choices for Year 11.

The step from Year 10 to Year 11 is a big one. More responsibility will rest with the student and regular study is a must if success is to be achieved. The increase in the amount of time required for homework and private study is quite substantial.

Students at Pine Rivers State High School in Years 11 and 12 (2007/2008) will each study:

- 6 subjects for 4 semesters
- PREP (Pine Rivers Enrichment Program)
- Access Activities

The six subjects will be chosen from the list offered in this book. Included in that list are subjects designed to cater for the full range of students' interests and abilities. There are academic subjects which will be chosen by students who plan to continue on to tertiary studies. Other subjects are more practical and are designed for those students who intend to enter directly into employment and/or training. They offer the opportunity to develop important job and life skills. The full list of subjects appears on pages 12 and 13 of this booklet. In selecting from the list, students should be aware that subjects fall into the following categories:

1 Authority Subjects:

These are those subjects for which the school's work program is based on a syllabus common to schools throughout Queensland. Results in these subjects are subject to the Queensland Studies Authority's (QSAs) procedures for moderation. Authority Subjects are the only ones which are taken into account in the calculation of the Overall Position (OP) Score. Students requiring an OP score for entrance to tertiary institutions will need to study 20 semester units of Authority Subjects, including at least three subjects, each of which is studied continuously for four semesters. An Authority subject contributes four credits towards a Queensland Certificate of Education (QCE).

2 Authority-registered Subjects:

An Authority-registered subject is either a subject derived from a Study Area Specification (SAS) for which a school's study plan is approved or a subject developed by a school, for which a school's work program is approved. Study Area Specifications will appear on students' Senior Statements, will contribute to the QCE, but do not count towards an OP score. There are three approaches to the delivery of SASs:

Approach A: Vocational Education and Training (VET) certificates

Within this approach, students undertake competency-based assessment towards achieving the selected certificate. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and applying that knowledge and skill to the standard of performance required in the workplace.

Approach B: Vocational learning (VL) strand

This approach enables schools to develop one or more subjects from the strands offered. While this approach does not provide any vocational units of competency, it should promote vocational education and/or employment opportunities. Assessment is criteria-based and students will be awarded a level of achievement based on standards achieved.

Approach C: Strand allowing for a VET outcome

This approach enables schools to offer a course in a specific Certificate I drawn from one training package in the SAS, plus units selected from the SAS. Within this approach, assessment of the Certificate I qualification (completed in the first two semesters) will be competency-based and assessment in the remaining two semesters will be criteria-based as outlined in Approach B.

3 Vocational Education and Training (VET)

The National Training Quality Council (NTQC) endorses a training package. The Department of Employment and Training (DET) develops courses and these are endorsed through the Training and Employment Recognition Council (TERC). VET Certificates are arranged on the Australian Qualifications Framework (AQF) in a hierarchy from Certificate I to Certificate IV, diploma and advanced diploma.

VET in schools includes all VET that the AQF recognizes and also school-based apprenticeships and traineeships. Qualifications will appear on the Senior Statement and contribute to the QCE, but do not count towards an OP Score.

4 Recorded Subjects

A recorded subject is a subject, other than an Authority subject, Authority-registered subject or Stand Alone VET, offered by a school or other educational institution approved by QSA, the results of which are recorded on QSA certificates. These may contribute towards the QCE.

5 School Subjects

These are designed to cater for our students' needs. They are approved by Education Queensland. These may contribute to the QCE and may appear on the Senior Statement (please check details in this booklet).

Students may choose to study any combination of Authority and other subjects, depending on their career goals. However, there are advantages and prerequisites which should be considered for all Authority and some other subjects. These exist to help direct students into areas where they will enjoy success.

Students choosing vocational subjects where they will be seeking to achieve nationally endorsed competency standards need to check whether structured work placement or industry placement is a requirement. This will need to be taken into account as students will not be at school at this time and this may impact on the learning in other subjects. Students are expected to negotiate alternate arrangements with relevant teachers.

Each student should choose those subjects which seem appropriate to his/her needs, interests, abilities and future career plans. More detailed advice from the Guidance Officer follows. Pine Rivers State High School is well known for its curriculum diversity and its commitment to providing suitable pathways to cater for the whole range of our students. We wish you well in gathering all of the information, seeking advice from guidance officers, subject teachers, Heads of Department and making the best decision for the student.

J K Deakin
Principal

From The Guidance Officer

The senior course at secondary school is a third and distinct stage of your formal schooling. Most students will find this to be a most rewarding step as a Senior Education Profile gives opportunities for entry into a wider range of occupations, both immediately after leaving school and in the future. It is important that students who enrol in Year 11 and 12 in either academic or vocational courses have made a conscious personal decision to undertake Senior Studies at this school.

The transition to Years 11 and 12 is significant and often difficult with increases in the level of subject content and the amount of time required for homework, assignment work and private study. Many students who simply "drift" into Year 11 with no educational or vocational purpose in mind or who are compelled to do so by others, lack the motivation and commitment necessary for success in the senior school.

Many factors are going to interact to influence your levels of success and happiness during Years 11 and 12. **Most of these factors will actually be under your personal control.** The selection of appropriate subjects is one of the most influential of these factors and is one of the first you will encounter over which you have control. Decisions made at this stage are critical.

Selection Criteria

Your choice of subjects should be based upon five major criteria as well as a number which may be of lesser importance. The major criteria are:

- 1 **Your interests:** The subject areas that you have enjoyed previously and would like to learn more about.
- 2 **Your capabilities:** The best indicator of your aptitude/capability in a subject area is your previous achievement level in that subject. Few achievement levels increase measurably in Years 11 and 12.
- 3 **Your career/educational aspirations:** You need to consider the area in which you would like to be employed upon completion of your formal education. Realistically you should consider a number of areas to increase your options. You have completed a Senior Education Training (SET) Plan which supports your decision making.
- 4 **Subject requirements:** Some occupations, vocational training programs, and tertiary courses have specific subject requirements that must be taken in Years 11 and 12. Subject requirements for tertiary courses are indicated in a publication entitled "Tertiary Prerequisites 2011 - A QTAC Summary of Selection Criteria for Entry to Universities, Colleges and TAFE QLD". This book is published by the Queensland Tertiary Admissions Centre (QTAC) and is distributed to all Year 10 students. It lists university courses in Queensland and northern New South Wales, Diploma courses at Queensland TAFE colleges, Agricultural Colleges and a small number of private training providers.

- 5 **The nature of the subjects:** You need to understand the nature and content of each of the subjects available in Year 11 and 12. Consult this "Guide to Subject Selection" and ask subject teachers, Heads of Department and other students for detailed information about the objectives, content, assessment procedures and work load.
- 6 **Your attitude:** Your attitude towards a subject will greatly influence your achievement level in that subject. In addition, there may also be a number of factors, which are specific to you. These may include equipment and material costs, time commitment necessary, degree of practical work/theory, etc.

Steps involved in Subject Selection

Take time to consider each of the selection criteria listed above and determine the relevance and importance of each to you. Consult the current "Job Guide for Queensland" and other career resources. Review your subject reports. Study tertiary pre-requisites in the QTAC book mentioned above. Familiarise yourself with the subject information in this booklet. Seek advice and assistance from adults such as parents, teachers, industry and professional representatives and careers advisors.

Pay particular attention to entry requirements for occupations and TAFE and university courses and the career implications of the choices available to you.

Make an informed decision based upon awareness of the importance of the decision being made, recognition of all the possibilities available to you, and evaluation of the consequences of each choice.

Note: Any decision that does not realistically take into account the above considerations is likely to lead to frustration and disappointment.

Eligibility for Tertiary Entrance

Students who are considering studying a Degree at university or a Diploma at TAFE need to make sure that they meet the requirements for admission into their proposed courses. There are three important steps which students seeking tertiary entrance must follow.

- 1 Students should ensure that they have chosen the necessary pre-requisite subjects for the tertiary course/s which they hope to enter. Recommended Subjects and Assumed Knowledge are also specified for many courses. This information is contained in the booklet issued to students from the Queensland Tertiary Admissions Centre. It should be noted that there are minimum levels of achievement stated for the prerequisite subjects. Merely to have studied them is not sufficient. Many pre-requisites must also be studied for 4 semesters therefore, care must be exercised if changing subjects **during** Years 11 & 12.
- 2 Students must obtain an Overall Position (OP) score to be eligible for university entrance. To obtain the OP score students must study 20 semester units of Authority Subjects. This is usually achieved by studying 5 Authority Subjects for 2 years. They must take 3 of these subjects for 4 semesters. OP scores are used for entry into all Degree courses at universities and provide the most successful way of entering full-time Diploma level courses at TAFE.
- 3 Students will be allocated to tertiary courses in the first instance on their OP score. However, a further discriminator is the Field Position which maybe used to select students from those whose OP is at the cut off borderline. There are 5 Field Positions (A and B refer to abilities in English language, C and D to Mathematical skills while E refers to practical performance or creative arts ability). Most tertiary courses use one or more of these fields for the selection of students with the borderline cut off OP. It is desirable that students make their subject selection in such a manner as to make themselves eligible for courses by FP. his information is available for tertiary courses in the Tertiary Admissions handbook.

Note: Students should note that different tertiary institutions may have different requirements for the same courses. The requirements for each institution should be carefully considered.

Conclusion

All students need to consider very carefully their subject choice for Year 11 and 12. There are a great number of people who can assist in this process of subject selection and a great deal of information is available to assist you. However, the implementation of your choice is eventually up to you, the student. Therefore, ensure that the course you choose is one for which you will take responsibility. If you require more information or assistance with subject selection, you are encouraged to make an appointment with our Guidance Officer.

Guidance Officer

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's new senior schooling qualification which will be awarded to young people who have achieved set standards in a significant amount of learning including literacy and numeracy requirements. This new qualification will be operational from 2006 and will replace the current Senior Certificate from 2008.

As part of the Education and Training Reforms for the Future (ETRF), elements of the "Youth Participation in Education and Training Act 2003" were introduced in all Queensland Schools on the 1st of January, 2006. This law raises the school leaving age to make it compulsory for all young people to be either "Learning or Earning" until they turn 17 years of age.

This means that from January 2006, young people are required to stay at school until they complete Year 10 or turn 16 (whichever comes first). Afterwards, if they are not working at least 25 hours per week, they will be required to either:

- Stay in education or training for a further 2 years;
- Get a QCE;
- Get a Certificate III Vocational qualification or higher; or
- Turn 17.....Whichever comes first.

Eligibility for a QCE

Students have already been registered with the QSA and individual learning account has been opened. This learning account is online and records their progress towards their QCE. This operates just like a bank account and learning providers report the details of the students learning and achievements, which is then banked into their individual account.

To be eligible for a QCE, the student must have:

- Completed 20 credits - including 12 Core credits and an additional 8 credits from a combination of: Core, Preparatory, Enrichment and Advanced units;
- Achieve the required standard; and
- Meet basic literacy and numeracy requirements.

What is a Credit?

Different types of learning attract different credits. Credits are the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

Flexibility

The qualification will recognise more learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning need take place at school. Some learning can be with a registered training provider, in a workplace or with a community group. The list of options is in the Credit Table.

As activities and studies are completed, the credits are banked and the learning account grows. A breakdown of the four separate credit units is provided along with the allocated points for each activity. It is the scores of these combined activities and studies that work towards achieving the 20 credits necessary to gain a QCE.

The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place. The QSA will issue the Senior Statement to young people who:

- Have met the requirements for the QCE, or
- Are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- Have completed a pattern of study which makes them OP eligible.

Types of learning and requirements

Types of learning

Core courses of study

Core courses of study are the types of courses usually undertaken by young people during the senior phase of secondary education. Core courses of study and their potential credit value will include:

- Authority or Authority-registered subjects (4 credits)
- a senior external examination (4 credits)
- a VET course (that is, a course accredited under the VETE Act) that leads to the award of a Certificate II, III or IV (Certificate II gives 4 credits; Certificates III and IV give 8 credits*)
- a tailored training program (4 credits)
- a school based apprenticeship or traineeship (4 credits†)
- an international learning program — a course of study owned or developed by a person or entity based outside Australia, eg. The International Baccalaureate Organisation's Diplomas Program (4 credits).

A young person must complete 20 credits to be eligible for a QCE. A minimum of 12 credits must come from completed core courses of study.

Preparatory courses of study

Preparatory courses of study are generally courses that are used as stepping stones to further study. Preparatory courses of study and their potential credit value include:

- VET courses (accredited under the VETE Act) that lead to the award of a Certificate I vocational qualification (2 credits, maximum of two can count)
- employment skills development programs approved under the VETE Act (2 credits, maximum of one can count)
- re-engagement programs (2 credits, maximum of one can count).

Eight credits from a combination of core, preparatory, enrichment or advanced courses (see the next two sections) may contribute towards the 20 credits for the QCE.

Enrichment courses of study

Enrichment courses of study are generally undertaken through organisations other than those offering core or preparatory courses of study. Enrichment courses of study and their potential credit value include:

- courses in music, dance, drama, sport or community engagement
- certificates or awards — usually offered by entities other than schools (1 credit each)
- negotiated workplace, community or self-directed projects (1 credit each)
- structured workplace learning programs † (1 credit each)
- structured community learning programs (1 credit each)
- Authority extension subjects such as English Extension (2 credits each).

Eight credits from a combination of core, preparatory, enrichment or advanced courses may contribute towards the 20 credits for the QCE.

Advanced courses of study

Advanced courses of study go beyond what is considered senior secondary schooling, but are undertaken by someone who is enrolled at a school. Advanced courses of study and their potential credit value include:

- one- or two-semester university subjects undertaken by a person enrolled at a school (2 or 4 credits respectively)
- courses of study that lead to diplomas or advanced diplomas (or a semester or equivalent) undertaken by a person enrolled at a school (2 credits each).

Eight credits from a combination of core, preparatory, enrichment or advanced courses may contribute towards the 20 credits for the QCE.

**Some VET Certificates III and IV attract fewer than 8 credits.*

† A young person completes 30 per cent as part of a school-based apprenticeship.

Required standard of achievement

A young person is entitled to obtain credits for the completion of a course of study, or part completion of a course of study, only when a minimum standard of achievement has been reached in the particular course of study. The following table outlines the set standard for courses of study.

Course of study	Set standard
Authority subjects and Authority-registered subjects	*At least a Sound Achievement
Vocational education and training	Competence
University subjects achieved while at school	At least a pass as defined by the course
International learning course of study	At least a pass as defined by the course
Recognised awards and certificates	Awarded
Workplace, community and self-directed learning projects	At least a pass as defined by the project

**There is an exception to the requirement of Sound Achievement for Authority and Authority-registered subjects to count towards a QCE. Up to four semesters of incomplete Authority and Authority-registered subjects at Limited Achievement can be "conceded" towards the award of a QCE.*

Literacy and numeracy requirements

A QCE is only awarded to a person who has achieved set standards of literacy and numeracy. The following table outlines the ways in which the literacy and numeracy requirements can be met.

Literacy	Numeracy
At least a Sound Achievement in a semester of an Authority or Authority-registered English subject OR	At least a Sound Achievement in a semester of an Authority or Authority-registered Mathematics subject OR
Competence in VET modules 39153 Qld course in vocational literacy 3 OR	Competence in VET modules 39163 Qld course in numeracy 3 OR
A pass in a literacy course recognised by the QSA (NRS Level 3 or above) OR	A pass in a numeracy course recognised by the QSA (NRS Level 3 or above) OR
At least a Sound Achievement in the new single-semester literacy course to be developed by the QSA OR	At least a Sound Achievement in the new single-semester numeracy course to be developed by the QSA OR
At least a C on the Queensland Core Skills Test	At least a C on the Queensland Core Skills Test

For more information:

- contact the school Guidance Officer (Ms Gallagher) or any member of the school administration.
- visit the QSA website at www.qsa.qld.edu.au
- visit the Careers Information Service at www.cis.qsa.qld.edu.au
- visit the Department of Employment and Training at www.det.qld.gov.au for information about school-based apprenticeships and traineeships.

Subject Selection Process

Students will be asked to nominate their subjects for 2009 and have them verified and signed by a parent/carer. **Forms must be completed and returned to school by Friday, 29 August, 2008.**

The school will make every effort to accommodate the choices of students. However students may be asked to re-select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.

Policy on Changing Subjects

The selection of subjects for the Year 10 transition year and for the two years leading to the Senior Statement at the end of Year 12 requires much careful thought. There are implications for the student and the school in the choices that are made. The procedure that we adopt at Pine Rivers provides a great deal of guidance to students and parents through:

- | | |
|---|---|
| → in-class Prep lessons | → oral reporting |
| → comprehensive subject selection book | → full time guidance assistance |
| → Year 8, Year 9 and Year 10 selection sessions | → ready access to subject teachers and HODs |

The establishment of minimum standards for entry into Authority Subjects at Year 11 level is a further measure aimed at helping students find the right course for them, based on their demonstrated performance and our years of combined educational expertise.

As staffing, particularly in some specialist areas, remains tight there will be an even greater need "to get it right" in choosing subjects at the beginning. It is anticipated that fewer small classes will be possible and student options will be limited. The school will be staffed on the basis of the information supplied at the time of subject selection and the following policy will be implemented.

- 1 As far as it is possible, all students' choices will be facilitated provided the initial subject selection form is completed accurately and handed in on time. The student's SETP will be revised in line with the proposed subject change.
- 2 Changes to the original subject selection will be accepted prior to the start of the school year provided that they can be accommodated within the staffing and timetabling framework. Any such request must be in writing following consultation with school staff and signed by parent/guardian.
- 3 Changes to subjects in all Years 9 – 12 will only be made in the first 4 weeks of Semester 1 and until the end of the third week of Semester 2 unless there are substantial reasons presented to do otherwise.
- 4 Any student wishing to request a subject change once the course has begun must complete the relevant form available from the office.
- 5 No changes to subjects will take place unless there are vacancies to accommodate such requests.
- 6 Students who are receiving a VLA in an Authority subject in Year 11 will be encouraged to change to an available, alternate subject at the end of the semester.
- 7 Students must have demonstrated a genuine effort to achieve in the subject they wish to change as a pre-requisite to any mid-course subject change. This will be particularly the case when changing the subject may affect the viability of the whole class.
- 8 The expected number of subjects for each student in each year is six per semester. There is no general provision for any student to study less than the expected number of subjects. Possible exceptions to this are repeat or mature-age Year 12 students studying a full Authority course, or students who have negotiated to complete Senior over a 3 year period for some acceptable reason.
- 9 As a general rule, students should complete the full year course in Year 10 in a subject that is a pre-requisite for Years 11 and 12.

NB Year 11 and Year 12 students who change subjects will receive recognition for the "Changed from" subject on the Senior Statement provided they have completed at least one full semester. Credit will be given for the number of fully completed semesters. However, the Level of Achievement finally awarded will be based on the fullest and latest information available. Changing subjects may affect a student's eligibility for a QCE, so it is important that you seek advice prior to making the change.

Assignment Policy

Definition:

An all-embracing school definition does not seem possible given the variable interpretations across different subject areas. However, each subject department can identify and define "assignment" as it applies to its subjects and this definition will be published for the benefit of students, parents and teachers.

All "assignments" across the school must have the following features incorporated into them:

1 A topic or cover sheet showing:

- a Nature of assignment - its purpose, audience, mode of presentation
- b Length - time available, date due, number of words
- c Assessment criteria, marking scheme, weighting (where applicable), room for comment
- d Resources - availability, suggested references
- e Consequences of non-compliance

2 **Monitoring Dates** - Depending on the length of the assignment, at least two dates should be set during the course of the assignment to check student progress in class. Students and parents should be made aware of any perceived problems.

NB The maximum length of any assignment in any subject will be 1000 words in Year 12.

3 **Skills/concepts required** - No assignments should be set that require students to use skills or techniques that the teacher has not previously ascertained that the class possess or are aware of. Examples should be given.

Head of Departments will ensure that their teachers are familiar with and make use of the techniques referred to in this paper - feedback and prior task expectations.

3 **Place in work program** - Assignments will only be set where they can be clearly shown to be an integral part of the accredited work program.

4 **Head of Department approval** - Heads of Departments will ensure that they are kept fully informed of all assignments set within their department.

5 As a general rule, the **timetable of assignments** should be available to students by the end of the first week of semester.

6 **Level of difficulty** - HODs will ensure that each assignment set is at an appropriate level and that it does not place an excessive workload on the student. They will also ensure that the amount of time and effort required by the assignment is commensurate with the weighting/value placed on the assignment.

Given that it is frequently very difficult to judge how much external assistance a student has received for work largely completed outside school, teachers will minimise opportunities for this assistance to occur.

School Policy on Late or Non-Submission of Work Years 10 - 12

1 It is expected that all students complete all assessment set and meet deadlines to maximise chances for success.

2 Typically, students must satisfy the requirements of the QSA syllabus being studied by meeting the minimum number of assessment items and profile results required in a verification and certification folio. This information must be supplied to students at the start of the program. Information regarding the conditions of assessment and due dates should be included with each assessment sheet.

3 Failure to meet syllabus requirements may result in "no result" being recorded for a subject. In cases of genuine personal or family issues the QSA policy on "*special consideration*" may be applied.

- 4 If a student is not able to meet a due date for a piece of assessment an extension may be granted on or before the due date **only** by the relevant HOD (or nominated person if HOD is unavailable). Classroom Teachers may not grant individual extensions.
- 5 All assessment pieces must be submitted or completed on the due date, as stated on the assessment task sheet, unless an extension has been granted. Teachers should record progress information during the production of significant research tasks (eg check dates) so that some information about progress and standards has been recorded in cases of no or late submission. If a student has not completed an assessment item by the due date they should be given an opportunity on the day to demonstrate what they know and can do, relevant to the task and the assessment criteria. Earlier drafts, research notes and other relevant information may be used in this process.
- 6 If a student is absent on the due date they must:
 - If at all possible, make contact with their Teacher or the relevant HOD.
 - Send the work to school as early as possible on the day **or** apply for an extension from the HOD **or** supply a doctor's certificate upon their return to school with the work completed.
 - In exceptional circumstances students may apply to the HOD for an extension after the due date.
- 7 If a student fails to comply with these requirements and submits work after the due date without an extension being granted a judgment of standards will be made on the work for which there is evidence that was completed by the due date.
- 8 Information re extensions granted and late submissions will be recorded on the Behaviour Management Database.

The Principal reserves the right to make final determinations on all matters regarding the conditions of assessment, the implementation of "special consideration" and the awarding of student results on a case by case basis.

Assessment

School Based Assessment

All students at Pine Rivers work within the school based assessment system. A student's achievements are measured against a standard indicated in the work program. Teachers have written extensive programs for each subject based on a syllabus provided by the Queensland Studies Authority.

These work programs list the facts to be known by students, the practical skills required, the reasoning abilities to be developed and the attitudes appropriate to that subject. They also show how it is intended to achieve these aims, the program of assessment and the criteria used by teachers in judging each student's achievement. Work programs are available on request to all parents and students for perusal.

Individual subject guides are given to all students at the start of the course. These are intended as a brief overview and should help the team effort of student/parent/teacher.

Certificates

Each student who completes Year 12 will receive a Senior Statement issued by the Queensland Studies Authority. This statement will list achievement in Authority Subjects, Authority-registered Subjects, VET qualifications, certain TAFE results and results in a variety of other external examinations. A detailed brochure is supplied by QSA.

In addition to the Senior Statement is the School Exit Statement which provides additional comment on specific areas of student achievement. Students who leave school after completing at least the first semester of Year 11 may apply for an Exit Statement.

Application must be made in writing by completing a standard form obtainable from the school office. This certificate, issued by the school, follows common guidelines laid down by the QSA for all schools.

Note well:

- i This exit statement is **only** available to students leaving the school system.
- ii Achievement is described in one of four ways - Highly Successful, Successful, Unsuccessful or Not Assessed.
- iii A student can only apply for this certificate while his particular cohort is still at school ie until mid-November of the year when he would have completed Year 12.

Reports

Reports of progress will be issued as in previous years - ie progress letters where appropriate, progress reports and end-of-semester reports in the computer format.

QCS Test

The Queensland Core Skills Test involves four papers taken over two days late in Term 3 of Year 12. The papers consist of one 600 word Writing Task, two 50 item Multiple Choice items and one Multi-question Short Response Test.

There is no set content to study but the skills that are tested are those that have been identified as being core elements in the syllabuses of Authority Subjects. The QCS Test is mandatory for all students who require an OP and the result of the test appears on the student's Senior Statement.

Terms - Some Definitions

Some of the terminology used in the descriptions of the subjects may need some clarification.

Formative Assessment

This is not assessment for rating purposes. The methods used are often the same (eg written tests) but there is also a reliance placed on more informal methods (eg oral questions, discussions). This form of assessment acts as a guide to both student and teacher on how well material has been mastered to that point. There may be indications that more work must be done by the student, a different type of explanation is needed by the teacher, etc.

Summative Assessment

This is the assessment used for rating purposes. Each assessment item is the final piece for that unit/ mid-semester/ end-semester. **Objectives**

All teaching aims at certain outcomes. The objectives are the hoped-for outcomes. They are subdivided into:
a **Content** objectives - what students should be able to remember with respect to the factual content of the subject.

b **Skill** objectives - what students should be able to do relevant to the type of subject.

c **Process** objectives - what students should be able to understand - the "how" and the "why".

An example from Geography might help to clarify the above. If a student has studied Asia and he/she can identify the climate zones from a map then a content objective has been attained. He/she has remembered the areas. If the student is given a series of climate graphs and he/she can correctly read these, then a skill objective has been attained. He/she has developed the skill of climate graph reading. If the student were given a blank map of Asia and the climate graphs and could successfully read the graphs, identify the climate types, identify areas of Asia where these occur AND explain why he/she came to this conclusion, then a process objective has been attained.

Process is the highest order on the learning scale. Students of lower ability can often master content by hard work (eg rote learning), can master skills by repeated practice but will experience difficulties when attempting to explain reasons. The balance of objectives will vary from subject to subject but in Senior School Studies the emphasis is frequently on process.

d **Affective** Objectives: These objectives centre on attitudes which it is hoped will be developed in the student. These objectives can be quite wide ranging - from developing tolerance, to developing an awareness of the need to protect the environment, to developing an appreciation of beauty through the study of art. It is virtually impossible to measure the attainment of these objectives and so their assessment is not attempted. However, they are stated in all work programs.

"Fullest and Latest"

The exit level of achievement should indicate the student's level of performance at the end of a course of study. A final examination might suggest that this would be the only way to attain this information. This would be the "latest" but not the "fullest". Therefore in many subjects the content is assessed as it is completed - that would be the fullest information available for that particular unit of work. However, process and skills are better assessed towards the end of the course when the student should be indicating the highest level of mastery of which he/she is capable. Many work programs take this into account when the scheme for assessment is developed.

Expenses

The Parents and Citizens' Association of Pine Rivers State High School have given approval for the school to retain the text book cheque paid by the Government. The former subject charge is now paid directly into the relevant Department account via the school's account (ie each subject your student takes attracts a charge from the relevant Department and your cheque is apportioned to cover these charges). Any parent who wishes may make application to have the cheque paid to them, but books/materials made available to students through the text charge must be provided by the parents. The cost to parents who opt for the latter option can be quite high.

Parents who belong to the Resource Hire Scheme do not purchase any textbooks but costs must still be met for consumables (ie stationery, cooking ingredients etc). Camps and excursions are also extra and costs for these are shown with the subject details.

Shoes with substantial uppers are a part of Pine Rivers' uniform. It must be stressed that it is the policy of the Education Department that students NOT be permitted into practical classes (eg Manual Arts, Home Economics, Art and the Science Laboratories) if they are without shoes with substantial uppers. This is a safety requirement. *NB Students will be required to wear protective safety boots for some courses to meet WHS requirements.*

Subjects Offered in Year 11 - 2009

Students entering Year 11 invariably find that the work in Authority Subjects is far more demanding than is the work in a similar subject in Year 10. Past experience has shown that students who do not demonstrate an ability to cope with certain subjects in Year 10 have minimal chance of success in related subjects in Year 11. They are frequently forced into course changes after first semester, which may be quite disruptive to their learning. They are faced with catching up with a semester of work. Subjects that they might have entered in Semester 1 might be "full" in Semester 2, thus making changes even more difficult. The rational approach is to select within a student's capability at the beginning of Year 11.

All Year 10 students have a SETP which will inform subject choices for their Senior Phase of Learning.

The schedule on the following pages indicates the requirements recommended for students entering Year 11 subjects.

Authority Subjects

SUBJECT	QCE Points	Embedded VET	ADVANTAGES/PREREQUISITE (Year 10 minimum Level of Achievement)
ACC Accounting	4		BAE; ACC; C in ENG and MAA
AHS Ancient History	4		HIS/HIX/GEG; C in ENG and 3 other subjects
ART Art	4		ART; C in ENG and 3 other subjects
BSC Biology	4		C in ENG; SCI and 3 other subjects
BCT Business Communications & Technologies	4	Cert I, II Business	C in ENG and MAA
CHM Chemistry	4		B in MAA or C in MAB; C in SCI and 3 other subjects
DAN Dance	4		DAN; C in ENG
DRA Drama	4		DRA; C in ENG
ECN Economics	4		HIS/HIX/GEG; C in ENG, MAA and 2 other subjects
ENG English	4		C in Eng
FTV Film Television and New Media	4		B in ENG and C in 3 other subjects
GEG Geography	4		GEG/HIS; C in ENG and 3 other subjects
GER German	4		C in GER and ENG
GCS Graphics	4		C in GCS
HEC Home Economics	4		HEC; C in ENG and 3 other subjects
HOS Hospitality Studies	4	Cert 1 Hospitality (Kitchen Operations)	HEC/JHO; C in ENG and 3 other subjects
IPT Information Processing & Technology	4		B in ENG or MAB and C in 3 other subjects (including ENG and MAB)
MAA Mathematics A	4		C in MAA and C in ENG
MAB Mathematics B	4		C in MAB and C in ENG
MAC Mathematics C	4		B in MAB and C in ENG
MHS Modern History	4		HIS/HIX/GEG; C in ENG
MSC Multi-Strand Science	4		C in ENG and 3 other subjects
MUS Music	4		C in ENG, MUS and 2 other subjects
MUX Music Extension	4		C in ENG, MUS and 2 other subjects
HPE Physical Education	4		HPE; C in ENG
PHY Physics	4		C in MAB or B in MAA, C in SCI and C in 3 other subjects
SOS Study of Society	4		C in ENG and/or SOS
TCH Technology Studies	4		B in MAA or C in MAB, C in SCI and C in 3 other subjects

NB Only Authority Subjects are considered in the compilation of the OP Score

Other Subjects

Authority Registered – Stand Alone

SAS APPROACH A: VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

Subject	QCE Points	AQF Level	Advantages/ Prerequisite (Year 10 minimum LOA)
BBP Business Procedures	2 4	Certificate I Certificate II	
MEN Engineering	2	Certificate I	
MGC General Construction	2	Certificate I	
ICT Information & Communications Technology	4	Certificate II	ICC an advantage
CRC Recreation Certificate Course	2 4	Certificate I Certificate II	
SPC Sport Coaching Certificate Course	4	Certificate II	
TSL Tourism (Tourism Operations)	4	Certificate II	GEG; C in ENG
WPP Workplace Practices	4	Certificate II	WED

Authority Registered – No VET

SAS APPROACH B: VOCATIONAL LEARNING (VL) STRAND

Subject	QCE Points	Advantages/ Prerequisite (Year 10 minimum LOA)
AUT Automotive Studies	4	
EST English Communication	4	
ECH Early Childhood Practices	4	
FEN Functional English	-	
FMA Functional Maths	-	
PVM Pre-Vocation Mathematics	4	
VAP Photo-Imaging	4	C in ART
VAS Visual Arts Studies	4	C in ART

Authority Registered – Combination

SAS APPROACH C: STRAND ALLOWING FOR A VET OUTCOME

Subject	QCE Points	AQF Level	Advantages/ Prerequisite (Year 10 minimum LOA)
HPA Hospitality Practices (Kitchen Operations)	4	Certificate I	C in JHO
MFN Furnishings	4	Certificate I	

School Subjects

IMU Instrumental Music

External Studies Courses

Opportunities exist for students to engage in courses offered by external providers (eg Universities, TAFE). Information on these can be obtained from the Senior Schooling Head of Department.

Accounting

(Authority Subject – QCE = 4 credits)

Aims

Accounting aims to provide students with the theoretical and practical skills to manage resources effectively in an organisation. Accounting is a discipline of knowledge that provides financial and other information to a variety of interested parties, to assist them in making informed, accurate and timely decisions. Accounting systems are essential for business success and students learn the processes for collecting, measuring, recording and interpreting financial information to assist in the decision making process of a variety of business structures.

The knowledge gained from this subject may also be applied by students to properly arrange their own personal financial affairs. The course is helpful in achieving entry into tertiary Business Accounting-Management courses, and has a number of obvious benefits for those who wish to pursue a career in any business related area.

Course Structure

In each semester students will study the theoretical aspects of accounting and combine these with practical accounting procedures. The weighting between the two aspects results in approximately 70% of the course work being of practical nature. The course includes such topics as:

- Accounting system design
- Financial accounting from transaction to trial balance
- Accounting for & control of cash
- Accounting for & control of credit transactions
- Preparation of end-of-period reports
- Computer applications through spreadsheeting & the use of industry standard accounting packages
- Accounting for & control of inventories
- Acquisition, depreciation, control and disposal of non-current assets
- Cash flows of business operations
- Analysis & Interpretation of accounting reports.

Pre-requisites

The minimum requirements suggested for students are at least a sound achievement in Year 10 English and Maths A. Junior Accounting would be a benefit to students.

Assessment for Senior Certificate

Students may be assessed via tests, assignments, orals and projects. Assessment covers the theoretical and practical elements of the course, and includes factual knowledge recall, the ability to analyse and interpret theoretical situations, routine and challenging practical accounting tasks. A student's level of achievement will be determined by their knowledge of the theoretical elements, and their ability to complete the routine and challenging practical elements of the course.

Workload

Accounting is a highly-rated subject and class time is used to the maximum, therefore approximately 30 minutes homework is expected on most nights. Practical assignments are set in most semesters and students are expected to be mature in their work ethic and complete regular study to achieve highly.

Expenses

Students are expected to replace textbooks or other materials provided through the Textbook Hire Scheme where these are lost or recklessly damaged. Excursion costs are to be determined as the need arises. Students are to provide their own books of account for the practical elements of the course.

Relevance to further studies/employment

Students who become proficient in accounting greatly increase their chances of gainful employment and entry into associated tertiary courses. All business, economics, business management and finance tertiary courses have Accounting as fundamental units.

Year 12 students can also choose to enrol in an introductory course through QUT which, if they pass, will allow automatic entry into a business course in the following year. Students complete this work in their own time.

A sound understanding of accounting greatly increases a student's opportunity for success in tertiary business courses. Successful completion of Accounting will provide students with flexible employment opportunities, as well as wider tertiary options.

The management aspects of the course provide students with an insight into the management roles of business operations. As all students will become consumers in a business world, the knowledge gained often proves invaluable in future lifetime activities, particularly if students intend to work in small businesses or run their own.

The Queensland Studies Authority has made arrangements for advanced standing (credit) at TAFE for many vocational modules, in a variety of courses. Students can apply for this credit in the applicable TAFE courses if they achieve a VHA or HA at the completion of the course.

Ancient History

(Authority Subject – QCE = 4 credits)

Aims:

The course aims to help students develop the knowledge, skills and values needed to make wise decisions as effective global citizens. Through studying Ancient History, students have the opportunity to understand history as an interpretive, explanatory discipline, to become proficient in historical inquiry and explanation, to critically evaluate traditions and heritages, to understand the forces and influences that have shaped the modern world, and to develop the knowledge, abilities and commitment to participate as active citizens in shaping the future.

Content:

The course is based on a number of **themes** each containing one or more inquiry topics covering selected material from prehistory, ancient western and eastern civilizations such as Mesopotamia, Egypt, Greece, India, China and Rome, and early Medieval Europe. The seven themes covered are: Studies of Archaeology, Studies of the everyday lives of people in ancient societies, Studies of Religion, Studies of Conflict, Studies of Power, Personalities in history and Studies of Europe in transition.

Recommendations:

Due to the high literary requirements it is recommended that for success in this subject students have achieved a B in Junior English, a B in Year 9 SOSE and/or a C level or better in Year 10 History. Any student interested in the history of mankind should be able to enjoy the involvement in research, discussion and role playing of the ancient past.

Assessment:

The five assessment items in Yr 11 are formative with each technique being repeated in Yr 12 where results are for exit. The assessment is based on research and inquiry, communicating historical knowledge, short answer exams, extended written tasks and non-written presentations. These skills are developed throughout the course as students complete a wide range of tasks and activities. Queensland Core Skills components are included in all assessment items and assessment is relative to the needs of the OP bound student.

Workload:

A great deal of reading, research and discussion is required both in class and outside lesson time. A strong emphasis is placed on student-based activities and inquiries, and class debate is encouraged for students to gain a well-balanced appreciation and judgement of historical sources.

Textbook/Expenses:

Textbooks (Williams: Chronicles investigating the Ancient World Book 1 in Year 11 & Bradley: Ancient Rome: Using Evidence in Year 12) will be provided under the Resource Hire scheme. Other materials are as per the Stationery Requirements list. One excursion per year, at a moderate cost, is planned to observe collections and artefacts or to experience an archaeological dig.

Relevance for Further Study:

Students studying Ancient History continually discuss, analyse and hypothesize on basic human behaviour. Their increased knowledge, understanding and acceptance of different culture patterns and traditions gives them a balanced tolerance and respect for others. The skills taught and acquired in Ancient History will therefore aid students in their future life as well as proving invaluable in a wide range of tertiary studies, particularly in any Arts, Humanities or Social Science Faculties.

Art

(Authority Subject – QCE = 4 credits)

Why Art?

Your perceptions of the world, your attitudes and beliefs are formed in a significant way by the many images which confront us through The Visual Arts: Art, television, films, advertising, designed and manufactured objects, buildings, furniture, clothes, etc. Art is a subject which enables you to give form to your ideas, to make and study visual images which have a range of meanings, purposes and forms - to gain insights into yourself and your world.

Aims:

This subject is designed for students who wish to study both the theory and practice of the visual arts for personal development, future studies and potential employment. Art is a pre-requisite for tertiary art and design studies requiring an O.P. score or equivalent acceptable rank order. A folio of work is required for these TAFE and University applications.

Course Outline:

This is a two-year course of study investigating the three dimensions of the senior program: **making** and **appraising** and **affective**. *Making* is the production of artworks that communicate thoughts, feelings, ideas, experiences and observations through sensory modes. *Appraising* is the appreciation of artworks from past and present social and cultural contexts. *Affective* objectives are concerned with attitudes, values and feelings. This course explores the practices of artists, designers, critics and historians as the models for learning, provide a variety of approaches to understanding the ways in which visual images are identified, created, categorized, interpreted, valued and made use of in our society. Through this work, you will understand and value the contributions that artists and designers make to our world.

Making Art will provide you with the means to communicate your feelings and ideas through visual images, through exploring and exploiting the potential of materials and techniques and to develop your perceptual and imaginative abilities. The emphasis is on the investigation and pursuit of your individual ideas and the development of your enquiry process and personal methodologies. You will explore a range of traditional and contemporary art and design media and technologies in your image making.

Appraising Art Through an exploration of historical and contemporary art and culture, you will develop understandings of many different forms of visual images and the social roles of the people, artists/designers who have created them. Using verbal and written language, you will learn to describe, analyse, interpret and evaluate the visual languages that pervade the world.

Affective Art Through an exploration of historical and contemporary art and culture, you will come to value and be confident in your own creative ability. You will demonstrate a critical and sensitive awareness of expressive, functional and aesthetic qualities of the visual environment. You will value the contribution of visual art workers and the diversity of forms of visual art in different cultures and contexts.

Assessment:

A continuous assessment process will provide feedback to you and your parents and demonstrate how you may improve your performance. Throughout the course, your process work will indicate the ways you have, developed, researched and resolved ideas. Exhibition, teacher/student discussion and self and peer assessment and evaluation will provide further feedback on your learning development.

The various research methods and communication employed in Art and its social investigations will indicate your level of understanding through written and visual presentations, reviews, reports and assignments.

All Assessment is recorded on a student profile. Year 11 Assessment is formative promoting diversification and exploration in your artistic practices and Year 12 is summative focusing on your own artistic specialisations and makes the major contribution to the determination of your Senior Exit Level of Achievement.

Workload:

You will be expected to be **self-motivated** in your art Making and Appraising, to show initiative, to demonstrate a commitment to pursuing your ideas, to be flexible in your approach to identifying, solving visual design problems and will need to challenge and be challenged. Work will be undertaken in art rooms, libraries, at home and on excursions to galleries, museums and other art industry venues.

A minimum of **4 hours** of enjoyable homework per week will be your pleasure in Art.

Media:

The course offers the student choices from the vast variety of media available to contemporary artists including those of fine arts, ephemera art, wearable art, performance art, installation, digital imaging and others.

Relevance for Further Studies/Employment and Recreation:

As a subject, Senior Art provides general education benefits, vocational possibilities and recreational interests for people. If you are interested in a career, the diverse Art and Design industry is one of the fastest growing industries in Australia. If you want to be an artist, designer, Illustrator, crafts worker, architect, arts administrator, gallery director, writer, teacher the list of possibilities is very long.... then Art is the subject for you.

Automotive Studies

(Authority-Registered – Non VET – QCE = 4 credits)

Course Overview

The Authority-Registered subject *Automotive Studies* provides a general overview of vocations in the automotive industry, and the skills related to those vocations. Students engage in a variety of practical and theoretical projects which give students the knowledge and skills required to perform basic automotive mechanical tasks and use tools and equipment safely and effectively in performing these tasks. Areas studied include; industry orientation, servicing, maintenance and repair, and automotive detailing.

__Key elements

- Introduction to the industry
- Safety in the automotive workplace.
- Drawing and information interpretation
- Selection and application of hand and power tools
- Selection and application of machinery / equipment
- Pre-repair preparation.
- Remove and replace mechanical components.
- Vehicle systems.

Safety requirements pertaining to the workshop situation, as required by the Workplace Health and Safety Act 1995 will apply. This involves the safe use of tools and equipment and the wearing of Personal Protective Equipment (PPE). *Students will be asked to purchase their own eye and hearing PPE to be able to participate in the courses. All students are required to wear protective safety boots which may be purchased prior to entering the course or provided at cost through the school.*

Biology

(Authority Subject – QCE = 4 credits)

WHY STUDY BIOLOGY?

Biology is concerned with the study of the phenomenon of life in all its manifestations. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge

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

Aims:

The study of Biology provides learning experiences that will further develop in students:

- a knowledge and understanding of the living world
- the capacity to identify, gather, manipulate and process information in the context of scientific and field investigations
- an ability to apply biological understanding, skills, and reasoning to communicate competently in various formats on present-day and emerging biological issues
- an appreciation of the complexity and beauty of biological phenomena

- an appreciation that Homo sapiens occupy a unique position in the biosphere and from this position derive certain responsibilities for its stewardship.

Course Outline:

Biology at Pine Rivers SHS is essentially a developmental thematic course. There are seven major units of work and an independent research investigation. Students study the following topics:

YEAR 11 SEMESTER 1	YEAR 11 SEMESTER 2
<p>FROM SMALL BEGINNINGS:</p> <p>Evolutionary theory points to the earliest organisms as being single cells. Cell theory identifies the cell as the organisational and functional unit of living things. Through the processes of reproduction growth and development a single cell becomes a complex multicellular organism.</p> <p>LIVING WITH OTHERS:</p> <p>Australian ecosystems are diverse, complex systems which present an array of survival problems to the organisms which live in them. The organisms have adaptations which allow them to overcome the problems and suit them for survival.</p>	<p>A BETTER LIFE:</p> <p>Disease causing organisms are a constant threat to life. The immune system which provides an effective defence against these pathogens can present problems for transplant patients.</p> <p>GETTING IT TOGETHER:</p> <p>All living things obtain their needs from their environment. Energy from the sun is trapped via the photosynthetic ability of plants and is made available to other organisms via the ecosystem. Inherent to the multicellular way of life are problems relating to the uptake distribution and removal of chemicals. Multicellular organisms have adaptations which provide solutions to these problems</p>

YEAR 12 SEMESTER 1	YEAR 12 SEMESTER 2
<p>GETTING IT UNDER CONTROL:</p> <p>All living things respond to the environment of which they are part. The nature of these responses is varied however, in the main they lead to maintenance of a constant environment within the organism.</p> <p>IT'S CONSTANTLY CHANGING:</p> <p>Change in both the abiotic and biotic environment is fundamental to ecological systems. The interactions between organisms and their surroundings permit only a few to survive and so regulate abundance and distribution. Human activity appears to be a major cause of the loss of species diversity. Yet efforts are made to conserve species</p>	<p>INDEPENDENT RESEARCH PROJECT:</p> <p>Students select and research a question for experimental investigation.</p> <p>LEGACIES FROM THE PAST FOR THE FUTURE:</p> <p>An understanding of the chemical structure of DNA and the laws of inheritance has increased our understanding of mechanisms by which evolution could have occurred.</p>

Pre-Requisites:

A 'C' in English, Extension Science (or a 'B' in Science) and three other Group A subjects.

Assessment:

The assessment program is continuous and includes a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the syllabus dimensions of Understanding Biology, Investigating Biology, and Evaluating Biological Issues.

The major methods of assessment include:

Semester 1: 1 written test, and an extended response item

Semester 2: 1 written test and an extended experimental investigation.

Semester 3: 1 written test, extended response item and extended experimental investigation.

Semester 4: 1 written test and an extended response item.

Workload:

Biology places a heavy emphasis on research and experimental activity. Students are given some class time to carry out practical investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Biology.

How Can Parents Help:

Parents should become familiar with the school's work program for the subject. They should encourage their child to maintain an organised approach to studies and to develop a consistent and comprehensive revision program in addition to completing regular homework tasks. Students should be encouraged to read widely in the subject and to remain abreast of recent and current biological developments.

Expenses:

There is a one day excursion per year and the cost varies between \$7 and \$10 depending on the distance. To meet the syllabus requirement of a minimum for of ten hours field work students will be required to attend a compulsory 4-day Field Studies trip to Stradbroke Island or a similar venue at a cost of about \$200 all inclusive. This excursion is usually held towards the end of first term in Year 12.

Relevance for Further Studies/Employment:

Biology is not a specific pre-requisite for any tertiary course but it can be used as a pre-requisite in some courses (see Tertiary Courses Subject Requirements handout). It is highly recommended for: medicine, dentistry, vet. science, zoology, agricultural science, home economics teaching, physiotherapy, occupational therapy, speech therapy, school dental therapy, nursing, forestry.

Business Communication and Technologies

(Authority Subject – QCE = 4 credits)

Business Communication and Technologies is a subject designed to give students a variety of experiences corresponding with the needs of different private sector business offices and public administration situations. It is an Authority Subject which contributes towards a student's overall position (OP) and also has embedded vocational modules from Certificate II in Business. Specifically BCT is designed to equip students with:

- the ability to communicate effectively and interact confidently within an office environment
- the ability to use a range of business information technologies appropriate to both private and public administration sectors
- the ability to apply a range of individual and group strategies to resolve issues and complete tasks within both private and public administration sectors
- the ability to analyse administrative practices from a variety of viewpoints, e.g. financial, technological, social, ethical and cultural
- the ability to be enterprising in developing solutions to problems encountered.

Course Structure

There are 11 topics of study included in this course. These are:

Business environments (public and private sector)	Workplace Health and Safety
Industrial relations	International business communication
Business communication	Workteam communication
Organizational skills	Computer operations
Managing workplace information	Financial records
Business meetings	

The vocational competencies are embedded in these 11 units.

Pre-requisites

The minimum pre-requisite recommended for students is a Sound Achievement in Year 10 English and Maths A. Sound Achievement or better in Year 10 ICA is not a pre-requisite but is an advantage.

Workload

BCT is a demanding subject and class time is utilized fully. Therefore approximately 20-30 minutes homework is expected on most nights. Practical work may be completed at the school in the student's own time if computer facilities are not available at home.

Expenses:

Students will need to purchase an individual workbook for this subject which will be available from the stationery store at school at an approximate cost of \$12.

Students are expected to replace textbooks or other materials provided through the Textbook Hire Scheme where these are lost or recklessly damaged. Excursion costs will be charged where this is appropriate.

Students are expected to infrequently purchase other minor materials to enhance topic understanding.

Relevance for further studies and employment

Students who become proficient in BCT greatly increase their chances of gainful employment and entry into associated tertiary courses. Students will be able to find employment in a variety of industry sectors, in both the private and public domains. The subject allows students to develop vocational skills and have these nationally accredited, and still be eligible for an Overall Position (OP).

Business (Business Procedures)

(Authority-Registered - VET – QCE = 4 credits)

Aims

Many students aspire to careers in a variety of small business, retail and clerical-administrative situations. The tasks that are required in such Positions need to be performed with accuracy, a concern for quality and a commitment to achieving the employer's business goals and objectives. In addition to technical skills such as keyboard skills, basic bookkeeping, clerical skills and information processing, employers also expect entry-level trainees to possess a range of general skills. Business (Procedures) is designed to provide a vocational orientation to workplace culture and practices in the Business and Retail industries sector.

Course Structure

The BSB20101 Certificate II in Business qualification is based on units of competency selected from pathways described in the Business Services Training Package (BSB01) (new training package soon to be released). To achieve the qualification, you must achieve competence in the core competencies:

The Qualification is achieved when competence has been achieved in the core:

Business Environments
Promotion, Sales and Marketing
Participate in Workplace Safety Procedures

Human Resource Management
Career Pathways

Students will also have the opportunity to achieve competence in the following 11 units:

Code	Unit Title
BSBCMN201A	Work effectively in a business environment
BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Work effectively with others
BSBCMN207A	Prepare and process financial/business documents
BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients
BSBCMN213A	Produce simple word processed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN108A	Develop keyboard skills
BSBADM305A	Create and use databases

These units will be taught both at the school campus as part of normal classes, and may also be taught on-the-job as part of structured work placement. This will depend on timetabling arrangements.

Pre-requisites

There are no formal pre-requisites, however, the work involved requires sound ability in Maths and English, as well as the maturity to work independently.

Assessment for Senior Certificate

Students will be formally assessed in class tests, folios of work, oral tasks, teacher observation via checklists, research assignments, and projects and formal examination. Students may also be assessed on-the-job by supervisors if structured work placement is organised. Three assessment criteria apply for determining the student's exit level of achievement at the end of the course, these being Knowledge & Understanding, Practical Skills and Workplace Skills. In addition to these criteria, students will be examined to assess their competency in the vocational modules of the course. Competency based assessment can be repeated if students are not successful in proving their knowledge and skills at the first attempt.

Expenses

Students are expected to replace textbooks provided through the Textbook Hire Scheme, which are either lost or seriously damaged. Excursion costs are to be determined as the need arises.

Workload

Business (Business Procedures) is an intensive course. Students are expected to be mature and work independently in a responsible manner. Students will be expected to devote their own time to ensure they complete all learning outcomes and to be reassessed in vocational modules if needed.

Relevance to further studies/employment

Business (Business Procedures) provides students with both the skills and knowledge, and also the vocational certification of the skills and knowledge that the Business and Retail sector require. The certification of such skills and knowledge can be used to gain access to traineeships in office-administration,

to apply for credit in many courses offered by TAFE and other training providers, or used to demonstrate their admin/clerical skills to potential employers.

Chemistry

(Authority Subject – QCE = 4 credits)

Aims

- To acquaint students with the language and fundamentals of chemical science so that they develop an interest in, and understanding of, the properties and structure of matter and the changes which occur in chemical reactions. This should form a basis for the study of the properties and uses of substances, both natural and manufactured which make up the student's environment.
- To lead students to understand the role of chemical science in the society in which they live and its importance in placing in proper perspective the current conflict between technology and conservational restraint. Further, to introduce students to some of the economic considerations which influence the development of industries and the use of alternative materials and processes.
- Through laboratory work, to develop manipulative skills and processes associated with sound scientific practice.
- To encourage the use of the experimental approach to problem solving where applicable, to develop recognition of the need to possess evidence before making judgments and to develop the capacity to accept evidence contrary to established beliefs.
- To introduce students to the notion that beyond the presently accepted body of chemical knowledge there are areas of uncertainty where scientists may differ on questions of interpretation and thereby to emphasise that chemistry is a living and still developing science which presents a challenge of unresolved problems.
- To prepare students who intend taking academic courses at a tertiary level.

Course Outline

Unit 1:- The Language of Chemistry

This unit introduces students to the basic language of chemistry including topics such as... atoms, ions, isotopes, ionic and covalent molecules, atomic structure, periodic table, moles, balanced equations, concentration (molarity), gas laws.

Unit 2:- Organic Chemistry

During this unit the students are introduced to the large variety of organic molecules and their properties via the structure and bonding of all types of matter. Emphasis is placed on the subatomic and atomic structures and how they influence the physical and chemical properties of these substances. Topics covered include...naming and drawing organic compounds, intermolecular forces, enthalpy and entropy

Unit 3:- Equilibrium

The properties of acids and bases will be explored to enable students to develop an understanding of acid-base equilibrium. Topics covered include... definitions of acids and bases, equilibrium equations & Le Chatelier's Principle, equilibrium expression, acid-base equilibrium

Unit 4 Context 1:- Party Drinks

Alcohol is topic that students of this age love to talk about. They are interested in what types there are, how they are made, what makes them different and how can they tell just how much they have had to drink? Alongside this the wine industry in Australia is booming. We are exporting wine to the world and winning awards everywhere but the art and science of making wine can very complex as scientists and winemakers lock heads as to the best way for wine to be produced and when alterations need to be made to the maturing wine. Viticulture and oenology are becoming areas in which many young people are looking for a career and producing excellent wines can mean a huge increase in profits not only for companies but also for governments as exports increase as well as an excellent opportunity to travel. The main chemistry concepts explored include: organic chemistry, volumetric analysis, pH, equilibrium and redox.

Unit 5:- Biochemistry

Biologically important compounds are explored so students can develop an understanding of significant biochemical processes. This will allow them to explore the actions of drugs and toxins.

Unit 6 Context 2:- C.S.I Bris Vegas

Television today is filled with programs that have people committing crimes and then either being caught or freed on a technicality (Law and Order, CSI, NCIS etc). Forensic science in its broadest definition is the application of science to law. All sciences (physics – ballistics, chemistry – fingerprints, biology – DNA and geology – soil) are concerned with forensic studies. A forensic scientist carries a great responsibility, where the investigative work of the scientist often determines the liberty of a human being. Therefore results must be accurately presented. The scientist is expected to defend vigorously the techniques and conclusion of the analysis they conducted. At the same time, however, the scientist must recognise their own limits and state any doubts regarding the analysis. Looking at some of Australia's famous criminal cases we will review our understanding of organic material and as well as look at inorganic compounds and how they are analysed as

evidence by a forensic chemist. Analysis of the inorganic compounds present in a sample and their specific proportions can offer a positive identification. Examples of evidence that are composed of inorganic compounds include glass and soil. Instrumental analysis will also be explored in this unit. Some examples are spectroscopy and chromatography.

Unit 7:- Redox

In this final unit, students will continue to develop their understanding of redox reactions in a broader setting. Topics covered include...redox reactions, half equations, oxidation numbers, balancing redox reactions and volumetric analysis using redox reactions.

Pre-Requisites

Maths: Introductory Maths B or C
Extension Science: C (specifically the Chemistry module) or B in Science
Other Subjects: C in three other subjects

Students attempting Chemistry with lower results than these are not likely to be successful. Most students taking this course find it an advantage to take at least Maths B.

Assessment

The assessment schedule is continuous, characterized by three types of tasks: Supervised Assessment (SA), Extended Response Tasks (ERT) and Extended Experimental Investigations (EEI). At least three tasks of each type is completed over the two years. Year 11 assessment becomes formative as it is replaced by equivalent year 12 work, to allow students time to adapt to the senior school and develop skills in each of the assessment areas.

Workload

Chemistry combines practical work and research with traditional class work. Students are given some class time to carry out practical investigations and research background information for assessment tasks but will also need to do work at home. The homework load varies from person to person but about three effective hours of homework should be done per week. (This includes working on assessment tasks.) Homework usually consists of own revision of work covered in class, practice of processes covered in class and assignment tasks.

Expenses

It is expected that chemistry students would participate in a number of external competitions relevant to chemistry over the course (eg. National Chemistry Quiz, Science competition, Chemistry Olympiad, Titration competition). Total cost should not exceed \$10 in a year. A number of excursions are currently being planned but costs will be kept as low as possible.

Relevance for Further Studies/Employment

Chemistry is a recommendation for the following tertiary courses: clinical laboratory techniques, dentistry, medical technology, medicine, nursing, podiatry, optometry, radiography, veterinary science, agricultural science, engineering, forestry, health surveying and pharmacy, environmental science, marine studies, natural resources, food technology, nutrition, biotechnology, forensic science, biomedical science, education, engineering, sport and exercise science, health science, physiotherapy, occupational therapy, analytical chem., biological chem., chem. biotechnology, chem. engineering, environmental chem., forensic chem., industrial chem., laboratory technology, medicinal chem., process manufacturing

Creative Arts – Visual Arts Studies (Practical Art)

(Authority-Registered – Non VET – QCE = 4 credits)

Why Practical Art?

Your perceptions of the world, your attitudes and beliefs are formed in a significant way by the many images which confront us through The Arts: artworks, craft, television, films, web sites, advertising, designed and manufactured objects, building, furniture, clothes, etc. Practical Art is a subject which enables you to give form to your ideas, to make and study visual images in 2D and 3D which have a range of meanings, purposes and forms.

Aims:

The objectives for this subject focus on the exploring and knowing about art making practices and expressing this knowledge through the creation of your own artworks, If you are interested in **Practical Art**, through group endeavour, active participation in art making, arts employment, or future studies, then Creative Arts Studies is the subject choice for you.

Content:

The emphasis in this subject is on gaining specific knowledge and skills in a variety of artistic media. Students may choose to develop personal work, to continue with teacher directed projects, and partake in group projects.

The course will include selected activities from areas such as painting, drawing, ceramics, printmaking, graphic design, product design, fabrication, sculpture, digital imaging and other areas of student interest including the latest media processes and contemporary trends.

There is a minimum of written appraising work, process and technical note taking, for student reference. This subject is focussed on knowing through doing and communicating your ideas in relevant and practical ways such as planning, discussion and making the artwork.

You will be required to learn how to care for equipment and manage the process of working in an art room or studio. You will be required to adhere to workplace health and safety requirements

Assessment:

Both practical and written assignments will be given, the written components are worked directly into the practical assessment you are doing. Units will be assessed against criteria standards in the three areas: Exploring, Knowing and Expressing.

Creative Arts - Photo-imaging

(Authority-Registered – Non VET – QCE = 4 credits)

Why photo-imaging?

Photography would be an excellent course for any student contemplating a career in any aspect of photography such as film and television, advertising, media, journalism, art, scientific photography and/or any course where a creative arts portfolio is required.

Aims:

Students gain an understanding of the elements of photography, including black and white photography, digital imaging techniques, studio and field techniques, and photographic theory including light, optics, the history of photography and its affect on the world.

Course Content:

Students will progress through a highly technical and creative investigation of the photographic medium. In Year 11 students will complete skills based units with creative elements in Black and White photography, as indicated in the following table.

Additional units in year 12 deal with honing technical skills, special effects (solarisation, superimposing, screened and negative imaging) and the exploration of personal folios of work in the fields of advertising, photo-journalism and fine art photography. Digital photography is a focus in year 12 and students learn skills in the operation of digital development and manipulation through programs such as Adobe Photoshop.

Topics that are included in this course:

- Work place Health and Safety for Photography
- Camera skills (S.L.R 35 mm)
- Creative images
- Spontaneous photography
- Composition, elements and principles
- Processing black and white film and paper
- Photo finishing
- Special effects
- Digital photography
- Photographic software
- Photojournalism
- Advertising
- Fine Art Photography
- Photographic Folios

Assessment:

Both practical and written assignments will be given, in addition to a WH&S examination. Students will also need to do practical demonstrations to indicate their level of skill and understanding of particular key areas. Units will be assessed against criteria standards in the three areas: Exploring, Knowing and Expressing.

Dance

(Authority Subject – QCE = 4 credits)

Course Outline:

The study of dance in Year 11 and 12 places a focus on promoting dance as an art form, whilst also promoting an understanding of the social and ritual functions. The study of dance is enriched by experiences from the following areas:

Through the creative process of **Choreography**, students learn how patterns of movement are combined and structured in space with dynamics to create meaning as well as expressing personal or social ideas and telling stories.

In **Performance**, tasks and opportunities, the unique technical and expressive skills of dance are developed. Students build self-confidence and a broad range of physical capabilities through experiencing a variety of dance techniques in a range of different class and performance contexts.

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The area of appreciation is identified as the theory strand of this course.

Year 11	Exposure to a variety of dance genres, such as Jazz, Tap, Ballet, Cabaret, Contemporary and Popular dance, through studies of Musical Theatre, Classical Ballet, Contemporary and a variety of Youth Based Dance.
Year 12	Extending and expanding studies on genres studied previously in Year 11, with a more independent approach to learning and the opportunity to take on independent study in the final unit of the course.

Pre-requisites:

It is preferable that students have studied dance in years 9 and 10, and/or studied dance in a private studio. Students must have a keen interest in all aspects and styles of dance. A C grade or above in Year 10 English is also required.

Workload and Assessment:

Students are assessed across the three dimensions through a variety of practical, written and oral tasks.

Expenses:

It will be necessary for students to attend performances by professional companies, and the opportunity may arise for students to be taught by industry professionals. These events/opportunities will incur costs that must be covered by the students as they are a necessity for assessment. Costs may also be incurred for costumes for school based and local performances at school. However these will be kept to a minimum.

Relevance for Further Study:

Students studying Dance continually discuss, analyse, perform and create dance pieces. They are taught to understand the various styles and aspects of dance, and are exposed to the many career opportunities that exist within the field. The training can lead to courses at TAFE, University, private colleges and other diverse opportunities within the field.

Drama

(Authority Subject – QCE = 4 credits)

Course Outline:

Over the four semesters of the course, students will experience drama through the processes of:

- *Forming* which includes role-play, role-building, playwriting, preparing and interpreting text towards performance.
- *Presenting* a variety of dramatic forms to an audience
- *Responding* which involves reflecting upon, interpreting and analysing the cultural context, content and meaning of drama.

Through dramatic languages and perspectives is a study of the framework of drama and includes elements of theatre production and design.

- *Communication skills* including oracy and literacy and an understanding of the communication process.
- *Group skills* or negotiating, organizing and planning in groups of different sizes and compositions where communication and group dynamics are important factors.
- *Language education* which includes the forms of language specific to drama. Verbal language and literary skills are promoted through experiences which involve students in speaking, listening, reading, writing, describing, analysing, interpreting and evaluating dramatic action.

This course of study takes place within two dramatic perspectives of:

Heritage styles arise from historical and cultural characteristics such as language, class, social conventions, setting, and values of a period in time.

Contemporary styles arise from an engagement with changing conditions in the world, in particular new class structures, economies and cultural relationships after 1980.

Pre-requisites:

The only pre-requisite is a Sound Level of Achievement in English. However, some previous drama experience would be beneficial (for example, year 9 &10 Drama). Students need to be fully aware of the performance aspects of the course which are an essential ingredient. A Drama Camp or extended workshops will carry an approximate cost of \$100 in Year 12 only.

Assessment for Senior Certificate:

Work units are assessed through tasks such as analysis of text, performance, student devised drama, assignments, vivas, seminars, role plays, improvisations and script writing.

Expenses:

Students are not required to purchase a textbook, but year 11 students will require a red springbound folder as a production folder. Students are required to attend 2 performances of live professional theatre per year as a class group.

Relevance for Further Studies/Employment:

Tertiary courses in theatre and drama are available for performing, technical and teaching careers. The Drama course also has obvious advantages for all students who wish to improve their self-confidence, their communication skills and their abilities to work co-operatively and express themselves artistically.

The course is of great benefit for any people-oriented and/or public speaking career generally.

Early Childhood Practices

(Authority-Registered – Non VET – QCE = 4 credits)

Although this subject is not used for an OP score, it will provide students with opportunity to develop interpersonal skills which are of great value in today's working environment and with information pertaining to further education in this field. This subject also provides valuable future life skills.

Course Outline:

Semester 1 - Careers and Safety in Childcare During this semester students will study child-related career pathways and policies and procedures followed. Safety and child health are also studied.	Semester 2 - Play and Creativity This semester unit delves into play in Early Childhood Education, developmentally appropriate environments, creativity, self expression and play equipment.
Semester 3 - Child Development During this semester students will study child development from conception to 8 years of age. All aspects of development will be covered: Social, Physical, Emotional and Cognitive.	Semester 4 – Issues in Childcare This unit covers such topics as the historical content of childcare, parenting styles, current issues related to children and support structure and services for families.

Practical components, (work experience) will form a large compulsory component of each year (a week long work experience in Year 11 & 12.) Work experience a vital part of the course and will need to be completed in Students own time if absences occur during the planned week.

Pre Requisites:

As this subject is somewhat theoretical, students will need a sound achievement in year 10 English to achieve well. Students will be asked to sign a contract regarding their willingness to participate in work experience before class numbers are finalized. Due to restricted class numbers, a selection process involving an interview may be used in order to determine the final class group.

Assessment:

Each semester students will have the following items of assessment: Theory Tests, practical journal, practical assessment (Work experience report), writing tasks/assignments.

Workload:

Apart from normal study time, students will be expected to keep a journal of their experience at their practical location (work experience). This will be a regular activity each day and will be accessed after prac session is completed.

Expenses:

Students will require travelling expenses for work placements. Every effort will be made to place students close to home or school so that expenses are minimal. It is in the students' interests to see many types of childcare facilities. We prefer students to visit 2 centres during the course.

While completion of this course will not qualify students for employment in the childcare industry, it will provide valuable insights, experiences and networks to assist students in their consideration of future study and career options.

Some career Options available through Early Childhood Studies are:

Child Psychology, Social Worker, Pre-School/Early Childhood Teaching, Primary Teaching, Nanny, Teacher Aide, Special Needs Teacher/Aide, Nursing/Nurses Aide, Child Care Worker, Child Care Administrator, Welfare Officer - Juvenile Aid, Paediatric Nurse, Recreation Officer

Economics

(Authority Subject – QCE = 4 credits)

Aims:

The course is aimed at giving students an understanding of the complex global world in which they are participating and enable them to make informed decisions as an adult. It aims at providing them with the knowledge and skills to interpret our ever changing society and to provide the solutions to the economic problems that occur for both the individual and the community. To acquire economic literacy which will enable the student to become an informed and active citizen.

Course Outline:

The course is part of a 4 semester structure. Each semester has a compulsory core with electives. The core units are: - Economics and Society, Labour Economics, Australia Decides and International Economics. Electives are broad and varied and support the core units – Development, Business, Globalisation, Environmental economics, Population, Economic systems. Over the course, students investigate contemporary issues in both Australia and the rest of the world. Current events are an important part of the learning process. Real world economics is essential and to further studies, students also attend a business-based excursion (Year 11) and DREAMWORLD (Year 12) to gain economic literacy and integrate yearly studies. Skill development is formative in Year 11 and opportunity exists for students to practise each assessment technique before it is presented formally in Year 12.

Pre-requisites:

To gain success in this subject it is highly recommended that students have a minimum “C” in Year 9 SOSE and any Year 10 Social Science subject. “C” in Junior English and Mathematics are essential for success in this course of study.

Assessment:

The FIVE assessment items in Year 11 are formative and these same techniques are repeated in Year 12 where results are for exit. The assessment is based on research and inquiry, communication, extended written tasks and non-written presentations. In order to develop these skills, students have regular practise in writing tasks; they use computers/library resources to access research, current events, reinforce content, revision activities and prepare inquiry tasks; and Queensland Core Skills components are included in all assessment items. Assessment is relative to the needs of the OP bound student and to the student desiring to participate effectively in society.

Workload:

Apart from lesson time, students will be expected to spend approximately a half hour per night on a combination of revision, research and reading/viewing current events. Homework is prescriptive (eg from text, handouts) and relevant to the course work. Current events play a significant part in the understanding of Economics and viewing of documentaries, commercial free-to-air programmes and the reading of newspapers and journals will be part of the course work.

Relevance for Further Studies/Employment:

Economics is a key subject in many degree and diploma courses. Business, law, international studies, industrial relations, health, journalism and accounting are just a few areas where the study of some area of economics is essential. Students desiring to work in an office environment, merchant banks, law firms, finance companies, United Nations bodies, Public Service (Government policy) and in marketing will find this subject invaluable. In most occupations, Economics has the status as assumed knowledge. Economics is a real world subject and assists students with their lives in the workforce and at home. *“Don’t leave home without it.”*

English

(Authority Subject – QCE = 4 credits)

Aims:

The general aim of the English course in the secondary school is to promote the maturity of students to the limit of their capacities through the development of competence in the language and through the enrichment of experience in the language.

Course Outline:

The Senior course focuses on Critical Literacy, which entails detailed examination of how texts are constructed. It is centred around a wide variety of language activities designed to enrich students' ideas, stimulate their thoughts and feelings, develop their understanding of themselves and the world around them as well as their ability to communicate ideas, thoughts and feelings effectively through language. Students will study literature from a variety of cultures and a variety of eras. It is a strongly academic course with a heavy emphasis on analytical skills.

Pre-Requisites:

A student must have received at least a "Sound Achievement" in Year 10 English in order to fulfil the entry requirements for the Senior course.

Assessment for Senior Certificate:

Assessment in English is continuous. Each student is required to keep a folder which contains a record of written and spoken performance in various styles for a range of purposes over a range of audiences. In Year 11, students complete 3 spoken and 4 written pieces of assessment. In Year 12, students complete 3 spoken and 4 written pieces. One global statement of achievement will be awarded to each student on exit from the course. The level of achievement will be judged on the student's folio. This Exit Level of Achievement is determined primarily by set pieces of work completed in Semester Three and Four which constitute the Exit Folio.

Workload:

Students are required to read and write continually. The details of assessment (above) are a good indication of the workload. Failure to complete this work or to hand it in on the due date can seriously affect a student's final result. Reading of substantial literary texts is an integral and demanding aspect of the course.

Relevance for Further Studies/Employment:

An ability to communicate clearly and effectively is necessary for those students seeking employment as well as those contemplating further studies. The activities in the course based on literature would be of particular relevance to those students intending to study English at a tertiary level. Note that English is an important pre-requisite for most tertiary courses.

English Communication

(Authority-Registered – Non VET – QCE = 4 credits)

Aims:

This is an alternative English course designed for non OP students which provides a practical program aimed at preparing students for the world of work. Within the course, students' basic literacy skills are developed within specific work units which mirror real life situations that will be encountered upon leaving school.

Course Outline:

Unit No	Unit Identification
1	Basic Skills
2	Genre Folio
3	Understanding Other Cultures
4	Literature Study
5	Wheels
6	Basic Skills #2
7	Media Watch
8	Real Estate Agency
9	Literature Study
10	Out on Your Own

Assessment:

Year 11 – Formative: 5 Written Tasks 4 Oral Tasks
 Year 12 – Summative: 4 Written Tasks 4 Oral Tasks

** A course in Literacy & Numeracy will be offered to selected students.*

Film Television and New Media

(Authority Subject – QCE = 4 credits)

Aims:

The course will aim at:

1. Giving the students basic competence in the techniques of handling film and/or video equipment

2. Giving students the vocabulary and concepts to evaluate programs they are likely to meet in their day-to-day viewing of television and film, creating a visually literate public demanding high levels of technical creativity from the media.

Course Outline:

(comprises the five key concepts - Technologies, Representations, Audiences, Institutions, Languages.)

Year 11 units for study:

Sem 1: Making Pictures

Sem 2: Youth Culture

Year 12 units for study:

Sem 1: Mainstream Cinema Hollywood Sem 2: Art/Experimental, Australian and Asian Cinema

Pre-requisites:

The major pre-requisite for undertaking the Film and TV course is an “A” rating in English at Year 10 level and a “C” rating is also required in four other subjects. The course is one which involves outside class time, individual and group work. It is therefore, not suited to students who need constant monitoring and teacher supervision.

Because of the limited access to facilities and resources, the course is offered to students who can prove both commitment and responsibility. The course is developed to effectively meet the demands of TWO classes only. It is highly desirable for students to have access to or have their own digital video camera. Entry into the course may also depend on a personal interview with the Head of Department.

Assessment for Senior Certificate:

A broad spectrum of assessment items will be used within the major dimensions of Production, Design and Critique. Written and assignment work will include tests, folio preparation, storyboard construction, scriptwriting and critical film literacy. Practical assignment work includes production (filming) and postproduction (editing).

Expenses:

Additional costs for videotape are to be met by students where the need arises.

Relevance for Further Studies/Employment:

The course will give students a broad background knowledge, appreciation and skills including photographic and video production. This education should provide a good practical background to further media training into TAFE or university. For University entry, related Degree courses include Bachelor in Communication Design, BIT, Law, Journalism, Business, Media & Communication, Mass Communication, Film & TV, Technical Production and Screen Production. Entry to these courses is either OP restricted or based on folio requirement.

Functional English

(Authority Registered – No VET – QCE = 0 credits)

The study area specification of Functional English is designed to reflect the National Reporting System indicators of competence at Level 1 and 2 in reading, writing and oral communication. It has been developed as a 2 year authority registered subject to take into account the needs of students from a variety of cultural, social, linguistic, and economic backgrounds. Accommodating these needs should afford students opportunities for negotiated learning and assessment, individual goal setting and developing confidence and self-concept.

Course of Study 220 hours

Pre- Requisites:

This subject is by invitation only. Students will be selected according to Year 10 English results. This course is delivered at an individualised pace for students who may not be successful with English Communication in Year 11 and 12.

Course Information:

This course builds on the extension of language and social practices. It combines the areas of leisure, work and communities.

The purpose is to have students

- Make meanings in and of everyday, mass media and literacy texts, understanding the influence of cultural contexts and social situations
- Develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- Become confident, effective and critical users of text and language, making judgements to accept or challenge meanings

All lessons will be delivered by special education teachers in a small group setting with educational adjustments for individual students.

Assessment:

Assessment will be a balance of written and spoken tasks. Written responses will vary in length from 100 to 250 words. Students will compile a portfolio of evidence of work. Assessment will be individual and in groups.

Expenses:

There will be no expenses associated with this course.

Functional Maths

(Authority Registered – No VET – QCE = 0 credits)

Functional Maths is a course designed to meet the needs of students in the Senior Phase of Learning who have experienced substantial difficulties in the area of numeracy. This course aligns with the National Reporting System Levels 1 & 2 requirements and consequently does not meet the numeracy requirements for the attainment of QCE (which requires competency at NRS level 3).

Aims:

During a course of study students should:

- build confidence and experience success when using mathematics in everyday contexts
- improve their preparedness for entry to work or further study by developing their numeracy
- develop skills such as identifying, measuring, locating, interpreting, approximating, applying, communicating, explaining, problem-solving and working cooperatively with others and in teams
- be able to recognise mathematical ideas and represent them in a number of ways, such as objects and pictures, numbers and symbols, diagrams and maps, graphs and tables
- be able to communicate their findings
- be able to use relevant technologies, such as computers, calculators and other electronic devices
- be able to make decisions informed by mathematical knowledge.

Pre-requisites: This course is offered by invitation only.

Course of Study: A course of study is based on five topics, grouped into three categories according to the purposes and functions of using mathematics in various contexts.

These categories are:

- *Interpreting society:* Interpreting numerical and graphical information of relevance to self, work or the community.
- *Personal organisation:* Numeracy requirements for personal matters involving money, time and travel.
- *Practical purposes:* The physical world in terms of designing, making and measuring.

The primary focus of this course is to provide the learning of mathematical topics through hands-on experiences. Learning must be practical.

Assessment: Assessment is gathered predominantly in class time so that support and scaffolding may be provided. This includes not only assessing responses to small tasks in class time under close supervision, but also projects and investigations carried out over several weeks. This strategy can provide many opportunities for observations to be recorded, assistance to be provided, and student work authenticated.

Expenses: Excursions may take place from time to time to enhance the practical learning of this course. Excursion costs will be determined as the need arises.

Materials required include 2 exercise books, a calculator. There is no text for this course. Students may need to provide materials for project work.

Relevance to Further Study/Employment: Functional Maths is a companion course for Prevocational Course (NRS level 3). Functional Maths may serve as a bridging course to Prevocational Mathematics.

Geography

(Authority Subject – QCE = 4 credits)

Aims:

Geography contributes to an understanding of our world. It looks at the world, ranging from studies of the physical and cultural elements to the more contentious issues of conservation and man's utilization of the world's resources. The value of Geography is that it can provide the structure for the development of concepts, processes, skills and attitudes that are essential to making rational balanced judgments about environmental and social issues.

Course Outline:

Years 11 and 12 Geography comprise four semester units which are chosen to provide a balanced selection of physical, human and integrated units. The Senior Geography course outline is:

Year 11

Managing the Natural Environment
People and Development

Year 12

Resources and Environments
Social Environments

The order of these units is sometimes changed.

Through Geography various practical skills relating to observing, recording and reporting information are developed. The attitudes promoted include an appreciation of landscapes, an awareness of the relationship between people and their environments, an ability to make informed judgments on areas of conflict, and a tolerance of and respect for other people.

Recommendations:

At least a high "C" for Junior English is recommended together with a "B" for Year 9 SOSE and/or a high "C" or better for a Year 10 Social Science subject.

Assessment for Senior Certificate:

Assessment in each semester for the School Semester Report is cumulative with a variety of assessment instruments being employed (e.g. research assignments, practical exercises, field trip reports and tests).

However, the exit level of achievement on the Senior Certificate is based primarily on the Semester 3 and 4 results. The details of the assessment program are set out in the Senior Geography Work Program and the Social Science Department will provide details of how student profiles are formed on request.

Workload:

Students are given a course outline at the beginning of each semester which states the content and assessment program. Approximately three hours of homework/study per week is expected in order to complete regular homework tasks and various assessment tasks set. A one day excursion each semester is a minimum mandated requirement to fulfil the field studies relevant to the course.

Expenses:

Class sets of textbooks are issued for all semesters. Field trip costs depend on the venue (i.e. distance from Strathpine).

Relevance for Further Studies/Employment:

Geography promotes a number of desirable qualities in students as people who will eventually seek employment. In Geography students develop their ability to make logical decisions, to express carefully considered opinions and to solve problems. Responsibility for their own work and co-operation with other people are emphasised. Tolerance of and respect for other people are encouraged.

In summary, Geography has become recognised as a useful subject in employment as well as in further education because it combines both the scientific and the humanities points of view. It is therefore an interesting and relevant subject in Bachelor of Arts, Economics and Science degrees. Many Government Departments, semi-public Authorities and consultancy firms value knowledge of geographical studies. Employment opportunities in Geography include Tourism, Journalism, Town Planning, Social Work, Foreign Affairs, Industrial Relations, Meteorology, Landscape Design, Environmental Planning and Architecture.

German

(Authority Subject – QCE = 4 credits)

Aims:

The aims of the Senior course in German are briefly:

- a) To continue the development of the skills of speaking, listening, reading and writing in the foreign language (begun in the Junior program) to the point where students can communicate effectively with native speakers.
- b) To enable students to appreciate, through their studies, the customs, way of life and culture of another society and thus to acquire an expanded world view.

Course Outline:

The courses are arranged in units - each of which focuses on a topic relevant to the student's interests e.g. Pastimes, Travel, Entertainment, Careers, Social Problems, Daily Life. Within each unit students are introduced to a variety of grammar structures and vocabulary to enable them to develop their ability to communicate about that topic. They simultaneously acquire an insight into aspects of the culture and civilisation behind the language and can make comparisons with their own culture. As well as the text, a wide variety of resources is used such as books, magazines, video programs and authentic documentation. At all times, the practical and realistic use of the language is emphasised.

Pre-requisites:

A "C" for Junior German and a "C" for Junior English.

Assessment for Senior Certificate:

Each semester students will be tested in each of the major skills of speaking, listening, reading and writing. Their levels of achievement in each test will be recorded. Thus a PROFILE will be built up over the four semesters.

It is evident that the process of acquiring language skills is a cumulative one and that therefore the student's level of achievement should be at its highest at the end of the course. Thus the student's final achievement level will be determined by the latest performances in tests of each of the four major skills. However, where such performances are considered to be not a true indication of ability, reference will also be made to previous performances as recorded in the PROFILE.

Languages and QCS

There are 49 Common Curriculum Elements which have been identified as being tested by QCS. These Common curriculum Elements are the threads of the Queensland Senior Curriculum i.e. you learn these as you study your subjects.

21 of these Elements have been identified as being integral to the study of foreign languages. So the study of German is providing you with some of the necessary skills needed for that very important QCS test.

Workload:

Homework is an important part of the course. This includes work set by the teacher as well as individual study.

It is necessary for students to devote some time each night on individual reading and study in order to achieve well. There are no set assignments.

Expenses:

There is a set text which covers both Year 11 and 12. As well as this, the students will receive extra notes in the form of duplicated sheets. Students should keep their work in either a folder or an exercise pad. All extra sheets should be filed for future reference. Language competitions will incur some minor costs as will other excursions which may occur from time to time.

Students in Year 10, 11 or 12 may have the opportunity to participate in a school trip to Germany as part of a unit of work.

Relevance for Further Studies/Employment:

Foreign Languages are not a pre-requisite for any particular tertiary courses but may usefully be combined with other subjects towards an Arts degree. In courses leading to careers in law, banking, travel, communications, catering, publishing, diplomacy, teaching, translating and international finance, the ability to communicate effectively in a foreign language could be very relevant. For secondary language teaching, study of the language at secondary and tertiary level is required.

Numerous major employers enquire about ability in a foreign language on their application forms and some of the larger department stores employ staff with ability in other languages as a service to customers.

The demand for people with proficiency in a second language is growing as world trade, tourism and communications expand rapidly.

Graphics

(Authority Subject – QCE = 4 credits)

Aims:

In the Senior Graphics course, students experience a variety of intellectual challenges involving planning, refinement, production and evaluation, as they develop a range of associated practical skills. As a result of these studies, the course will contribute substantially to students' general education. It will assist them to contribute to, and manipulate productively, present and future communication processes in a changing society.

Structure of the course of study:

The course of study consists of an introductory unit, **Foundation Studies**, and three **contextual units**.

The **Product Design** unit focuses on the preparation of drawings for the manufacturing, construction or craft industries.

The **Business Graphics** unit focuses principally on the application of Senior Graphics to advertising, packaging, corporate identification and published works.

The **Built Environment** unit focuses on the preparation of graphical representations of proposed or existing structures.

Foundation Studies introduces students to subject matter as outlined in the areas of study below. Each contextual unit draws from as many of the areas of study as possible to allow for an integrated approach to learning experiences.

Areas of study

Senior Graphics comprises two areas of study designed to provide a wide cross-section of learning experience in the major areas of graphical communication.

The two areas of study are:

- (a) 3 – Dimensional viewing systems are intended to provide a realistic impression of an object and its purpose
- (b) 2 – Dimensional viewing systems are intended to communicate information and data for the purpose analysis

Assessment:

The assessment items cover a broad range of skills and techniques consisting of:

- Multi-choice or short answer tests to assess knowledge and understanding of principles and concepts.
- Practical drawing tests that present graphical solutions to problems.
- A folio of drawings that communicate original ideas and designs within the contextual study units.

The information obtained above is used to:

- evaluate students' progress and enable students to improve overall performance.
- match student performance against expectations for levels of achievement for the subject.

Workload:

Students will be required to research ideas for study areas outside normal class work time. Folios of work will be completed as homework and submitted by due dates. Students are expected to take part in industry visits and field work.

Relevance for Further Studies/Employment:

Although the course is not a pre-requisite for further graphical study it can be of benefit to students contemplating continuing their study in Engineering, Architecture, Drafting and Cartography.

Mathematics students may be assisted in their studies by perceptions gained through a graphical study of plane and solid geometry. Apart from the obvious skills that can be gained many students could improve their comprehension of the written word, analytical skills and problem solving through a committed study of the subject.

Home Economics

(Authority Subject – QCE = 4 credits)

Aims: Senior Home Economics has a unique place in the school curriculum. The course of study is built around the underpinning theme of the well-being of individuals and families. This subject provides valuable life skills. The course encompasses the broad areas of:

- Food studies,
- Living environments, and
- Textile studies

This subject incorporates an informed, action-oriented approach that encourages the development of critical-thinking skills. Home Economics education involves students in areas such as:

- The effect of food and food choices on health,
- The impact of living environments on individuals and families, and
- Developing management skills associated with consumer use of textiles.

Course Outline:

The course consists of three core units and a variety of elective choices. Elective choices are decided by class vote. (Currently due to numbers we are unable to offer two choices.)

Food Studies	Living Environments	Textile Studies
<ul style="list-style-type: none"> • Food Science • Food and an Australian Identity • Food Technology and the consumer • Food, Nutrition and the Lifecycle • Contemporary issues in food and nutrition for adolescents 	<ul style="list-style-type: none"> • Social issues for individuals and families • Advocacy skills for individuals • The built environment • Launching and landing • The child in the Australian family • Home Economics Skills in Action 	<ul style="list-style-type: none"> • Textiles and culture • Design for fashion • Textile science and the consumer • Creating with textiles

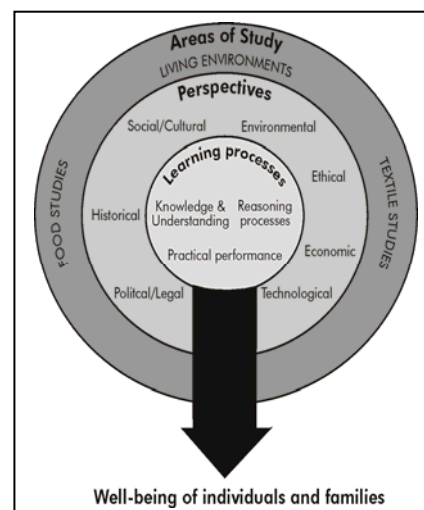
Assessment : Students selecting Home Economics will be required to complete the following types of assessment:

- Short-response tests
- Research assignments
- Practical Tasks

Only three items of assessment will be undertaken each semester

Home Economics recognises that students learn in a wide variety of ways. Therefore, this subject offers a wide range of learning opportunities for students:

- Planning and preparing food
- Experimenting
- Participating in discussions
- Researching
- Observing demonstrations
- Solving problems
- Using technology
- Reading and analysing case studies
- Construction of textile articles
- Investigating properties of materials



Home Economics and the Queensland Core Skills Test

Throughout the course of study, students will be exposed to a variety of learning experiences which ensure that they have used the common curriculum elements that form the basis of the QCS test.

Of the seven key competencies, six are relevant to Home Economics:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Solving problems
- Using technology

Pre-requisites:

Students do not have to have studied Home Economics in the junior school. Students are expected to have a sound achievement in English and three other junior subjects.

Workload:

There is homework set and students are advised to study for approximately a half hour each week night. Whilst studying practical units additional homework is set in addition to study. Much greater application is needed than for Junior Home Economics as the course is more comprehensive.

Expenses:

- a) Excursions may be arranged if feasible
- b) Leather/vinyl shoes are compulsory (no shoes with fabric inserts).**
- c) Students will need practical requirements for some units e.g. food and textiles units.
Success for students will require participation in practical work.

Purchase of materials - Parents must realize that it is vitally important that students are provided with all necessary practical requirements or they will be seriously disadvantaged. Although we keep costs to a minimum the Food Unit 5 will be the most expensive requiring supply of ingredients, etc. each week.

The Textile Units will require the provision of materials for practical textiles. If financial difficulties arise, arrangements can be made after consultation with the Head of Department. These matters will be kept confidential.

Relevance for Further Studies/Employment:

- Nutritionist and dietician
- Interior designer
- Food technologist
- Food stylist
- Personal training
- Health Promotion Officer
- Personal caring
- Psychology
- Retail and Office Management

Hospitality Practices (Kitchen Operations)

(Authority-Registered - Combination – QCE = 4 credits)

Aims:

This course is designed to develop in students an awareness of hospitality as an industry and a source of future employment. This is a practical course designed to develop knowledge, skills and attitudes associated with areas of food service. The program aims to extend the student's understanding of this industry. The school environment and community resources will be used to offer experience of a wide range of hospitality experiences.

On successful completion of the course, students will receive a Certificate I Hospitality. The certificate is offered in Year 12 with a foundation unit covered in Year 11 intended to give students a good grounding in Hospitality skills before embarking on the certificate.

Course Outline:

The strand chosen by the school allows students to achieve competency in the certificate plus allowing students to acquire a wide range of practical cooking and catering skills.

The Strand includes:**Year 11**

- A basic catering unit which is designed to introduce features of the catering, commercial cookery industry and hospitality events.
- Elective cookery areas as options, to allow a degree of specialization in student activity and practical work. Elective cookery will include student ventures.

Year 12

- Students currently study of units of competency below (however a new training package is imminent):

THHCORO1B	Work with colleagues and customers
THHCORO2B	Work in a socially diverse environment
THHCORO3B	Follow health, safety and security procedures
THHCO01B	Develop and update hospitality industry knowledge

THHGHSO1B	Follow workplace hygiene procedures
THHBKAO1B	Organize and prepare food
THHBKAO2B	Present food
THHBKAO3B	Receive and store stock
THHBKAO4B	Clean and maintain premises
THHBCC02B	Prepare sandwiches

Both years include a high level of practical cookery:

Pre-requisites:

- None required except a keen interest in food preparation and presentation.
- Home Economics or Junior Hospitality in Years 9 and 10 would be an obvious advantage.
- Due to restricted numbers, a selection process involving an interview and a practical test may be used to determine the final class group.

Assessment:

Practical Assessment includes weekly practical tasks, practical exams and special function work or ventures. Written assessment involves semester exams and module exams which contribute towards certification. Students are required to participate in regular compulsory practical work eg Cyber café' and Volunteers Function in their own time.

Workload:

- Students will be required to collect recipes/illustrations and present them in folio form as well as prepare standard recipe cards using digital camera for practical activities.
- Students will need to aim for good standards in preparation and presentation to enable them to achieve results that will reflect industry standards.
- **Students WILL be required to partake in weekly practical work and in function activities outside of school hours as part of their practical assessment.**

Expenses:

As much of this course is practical, **students are required to bring ingredients for practical work each week, and on some occasions twice per week. Ingredients CAN BE EXPENSIVE.** Industrial visits are also important for the industry component of this course. **Students will be required to visit industry once per semester, these visits will entail additional costs.**

It is a compulsory requirement for students enrolled in this course to wear the correct Chef's Uniform. Students wear this uniform for all practical lessons. It is a part of hygiene and safety regulations and is industry standard.

Uniform Hire/Purchase - Hire: approx. \$50.00per year, **Purchase:** \$95

For Hygiene reasons a chef's hat, apron and necktie need to be purchased by all students to accompany the uniform (approximate cost - \$20.00). Students may choose to purchase the uniform in total.

Relevance for Further Studies/Employment:

TAFE and University courses in Hospitality and Food related occupations e.g. Chef, waiter, food stylist, cookery demonstrator.

Hospitality Studies

(Authority Subject – QCE = 4 credits)

Introduction:

Hospitality Studies is a subject designed to enable students to achieve not only an OP, but also industry recognition. Students who successfully gain competency in the 5 core units of competency and strand modules will receive a Certificate 1 in Hospitality .

Aims:

Pine Rivers has opted to work in the Kitchen Operations Strand which means that student's practical work will involve a great deal of food handling skill. The core modules will cover all aspects of the Hospitality industry, but Kitchen Attending will be our major focus. (The new training package is imminent which could mean a change to modules).

Course Outline:

Semester One - "Introduction of Hospitality". This semester covers such topics as Beverage Production, Workplace Health and Safety and Occupational Hygiene, practical work focuses on trends in food and drink preparation and presentation.

Semester Two - "Getting on with the Job" focuses on Food and beverage service, as well as working with colleagues and customers, and work in a socially diverse environment. Practical work again follows current food and dining trends.

Semester Three and Four - "Kitchen Operations". These semesters concentrate on the basic module strand of Kitchen Attending. This is a practical theme, however, the academic rigor of the subject will be developed through all aspects of the Hospitality Industry.

THHCORO1B	Work with colleagues and customers
THHCORO2B	Work in a socially diverse environment
THHCORO3B	Follow health, safety and security procedures
THHHCO01B	Develop and update hospitality industry knowledge
THHGHSO1B	Follow workplace hygiene procedures
THHBKAO1B	Organize and prepare food
THHBKAO2B	Present food
THHBKAO3B	Receive and store stock
THHBKAO4B	Clean and maintain premises
THHBCC02B	Prepare sandwiches

Pre-requisites:

All students wishing to choose this subject will be interviewed by Hospitality teachers as to their commitment to this subject. Students will need to have a Sound Achievement in Year 10 English and at least three other subjects. Due to restricted class numbers, a practical test may be used in conjunction with the interview in order to determine the final class group.

Assessment:

This subject requires the following assessment to be undertaken:

- Written Test which will include core units of competency and strand competencies
- Extended Writing Tasks
- Practical assessment both continuous and end of semester.

Students are required to participate in function work outside of class time/school hours (Cyber café and Volunteers function) which will form part of the practical assessment. Team work is an essential component.

Workload:

Testing for units of competency is regular and continuous and assessed on a competency basis. These units are integrated with other assessment which is criterion based. These include:

1. The **end of semester test** assesses the criterion of Knowledge and Understanding
2. An **extended written assignment** is of importance and assesses criterion 2 Reasoning processes
3. As **practical work** is completed each week, students are to prepare organizational plans and costing weekly and will have a complex practical task to assess Criterion 3.

There is homework set and students are advised to study for approximately a half hour each week night. Preparation for practical work can be comprehensive and will require time each week for organisation and purchase of ingredients. Much greater application is needed than for Junior Hospitality as the course is more comprehensive.

Expenses:

Students will need a chef's uniform, which is worn for all practical work as part of the Workplace Health and Safety Policy. This is available for hire (\$50 per year) or purchase (approx. \$95) through the school. Students will also need to purchase a hat, apron and scarf for personal use approx. \$20.00.

As practical work forms a large part of this course, **students will be required to bring requirements for these tasks each week. THIS CAN BE EXPENSIVE.** Excursions in Hospitality often require a dining experience. **Excursions can therefore be expensive.** An excursion will take place each semester.

Relevance to Further Studies/Employment:

Students competent in Core Competencies and Basic Modules will receive a Certificate 1 in Hospitality (Kitchen Operations). This will enable them to enter the hospitality Industry (Kitchen Operations) at entry level and proceed to a Chef's apprenticeship or gain possible employment in a range of areas within particular hospitality sites.

As Hospitality Studies is an Authority subject, students who study it may also be **ELIGIBLE FOR AN OP** and can therefore, gain entry to tertiary institutions. The obvious choice for such students would be Hospitality Management or related courses.

Information and Communications Technology (Authority-Registered - VET – QCE = 4 credits)

Information & Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life problems. Projects and topics will be decided in consultation with students, pending interests and backgrounds, and structured to develop students as confident and competent users and consumers of ICTs. This subject incorporates Certificate II in Creative Industries (Media), and focuses on the creation and communication of knowledge and ideas through new media. Students will design with and evaluate new technologies, while making judgements about the effective, legal and ethical uses of this technology. While the course of study has a vocational orientation, it also provides opportunities for students to develop important skills that they will need in other life roles, and serves as a support subject for study in other disciplines. Through undertaking ICT, students should develop important, transferable skills for using a computer as a problem-solving and communication tool.

Pre-requisites:

Nil. The study of any ICE subject in Year 10 is NOT a pre-requisite for this subject.

Assessment:

Students will be assessed on portfolios of work and project based tasks, both in groups and individually. There are no exams in ICT. All assessment in ICT is competency based, and students have the opportunity to resubmit assessment.

Workload:

Students will be expected to demonstrate maturity and a desire to learn that will enable them to work with a degree of independence and with perseverance to achieve all the competencies required. Students must be prepared to work co-operatively to achieve group tasks.

Career Opportunities

Various career opportunities exist from completion of the certificate program. These include Graphic Design, Web Development, CD ROM Creation, 2D & 3D animation, and articulation into Diplomas and higher education. The course involves students gaining skills in the following applications: Flash, Dreamweaver, Photoshop, SoundForge, Premier and other associated programs through the course structure outlined below.

Course Structure:

The program covers core and elective units chosen from Certificate II in Creative Industries (Media), resulting in a course which may include:

BSBCRT101A	Apply critical thinking techniques
CUFIND201A	Develop and apply creative arts industry knowledge
BSBOHS201A	Participate in OHS processes
BSBWOR203A	Work effectively with others
CUFDIG201A	Maintain interactive content
CULLB307C	Use multimedia
ICPMM296A	Create and test a CD-ROM/DVD
ICAU2006B	Operate computing packages
CUFMEM01A	Use an authoring tool to create an interactive sequence

Information Processing and Technology

(Authority Subject – QCE = 4 credits)

Information Processing & Technology is an academic computer science course which investigates the nature of information processing and the functions of associated technology. The emphasis of the course is on problem solving in the broad sense of planning and designing software, rather than on the use of particular applications. Information Processing & Technology deals with the way information is structured and collected, as well as methods for representing and storing information in computer systems. Students focus on developing the organisational skills related to reasoning, logical thinking, problem solving and abstract modelling of information.

Throughout the course, students will gain an increased awareness of the benefits of information technology, along with a greater ability to recognise and evaluate the social consequences and ethical considerations of information technology.

This course has been structured to allow students to undertake the “Start QUT” unit “Introduction to Databases”. Information on this program can be found at:

http://www.studentservices.qut.edu.au/applying/lodging/spec_entry/start/

Aims

- 1 To develop in students an awareness and understanding of the concepts, practices and effects of information technology.
- 2 To provide students with a body of knowledge essential to understanding the interaction between society and new ways of accessing and manipulating information.
- 3 To equip students with problem-solving skills that allow them to design, develop and evaluate solutions.
- 4 To develop students’ communication skills in order that they may comprehend and respond effectively using a variety of techniques and media.
- 5 To encourage students to think critically and purposefully about the present and future uses of information technology.
- 6 To promote responsible, discriminating and competent use of information technology.

Course Structure

The Information Processing & Technology course spans four topic areas.

- Information and intelligent systems
- Software and system engineering
- Human-computer interaction
- Social and ethical issues

The topics Social and ethical issues and Human-computer interaction are integrated into the other two topics.

The course aims to use open source, standards compliant software where possible to allow students to be able to install applications used at school on their home computers.

Pre-requisites

To attempt this course, a student must have obtained a “B” in Maths or English, with a “C” in the other, plus a “C” in three other subjects. The study of any ICE subject in Year 10 is NOT a pre-requisite for this subject.

Assessment for Senior Certificate

Assessment is continuous and will be carried out through assignments, reports, presentations, essay tests and objective tests over the whole 2 year course. Students are assessed in 2 criteria throughout the course, one being a knowledge/familiar skill criterion, while the other is a research and development/unfamiliar skill criterion.

Workload

Students are given a course outline at the beginning of each semester which states the content and assessment program. Approximately three hours of homework/study per week is expected in order to complete regular homework tasks and various assessment tasks set.

The course does not require the use of a computer at home, but some students find access to a compatible computer useful for practice and while completing major projects. Computer access is available to students outside class time.

Expenses

Students are expected to replace textbooks provided through the Textbook Hire Scheme, which are either lost or seriously damaged. Excursion costs are to be determined as the need arises. Students must also purchase a USB storage device for transfer of files from school to home.

Relevance to further study/employment

The course content and skills developed will provide a foundation for, and have direct relevance to technical tertiary courses, including computing, engineering, business and finance, as well as data processing and systems analysis. The problem solving methodologies and time/project management skills students develop will prepare them for successful transitions to tertiary study and work. Throughout IPT, students develop the ability to analyse issues, distinguish between fact and opinion, rational and irrational arguments and express ideas logically to defend a point of view through articulating informed judgements.

Manufacturing (General Construction) - Approach A **(Authority-Registered - VET – QCE = 2 credits)**

Course Overview:

This certificate course is chosen from the General Construction Industry Training Package. Students complete Certificate I qualifications over four semesters.

PLEASE NOTE: It is a WH&S compliance requirement for students to have a Blue Card (Safety Card). A course will be organised for students.

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Key elements:

- Introduction to the building & construction industry
- Safety in the construction industry
- Selection and application of hand and power tools
- Selection and application of construction materials
- Surface preparation and finishing
- Set out, fabricate and assemble construction based projects

VET Qualifications:

To achieve a VET certificate, students must demonstrate competencies within a training program developed by our school from the General Construction Training Package.

Safety requirements pertaining to the workshop situation, as required by the Workplace Health and Safety Act 1995 will apply. This involves the safe use of tools and equipment and the wearing of Personal Protective Equipment (PPE). *Students will be asked to purchase their own eye and hearing PPE to be able to participate in the courses. All students are **required to wear protective safety boots** which may be purchased prior to entering the course or provided at cost through the school.*

Manufacturing (Engineering) – Approach A **(Authority-Registered - VET – QCE = 2 credits)**

Course Overview:

This certificate course is chosen from the Engineering Industry Training Package. Students complete Certificate I qualifications over four semesters.

Key elements:

- Introduction to the engineering (manufacturing) industry
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection and application of welding/cutting processes
- Materials preparation, fabrication and assembly of an article

- Surface preparation and finishing.

VET Qualifications:

To achieve a VET certificate students must demonstrate competencies within a training program developed by our school from the Engineering (Manufacturing) Training Package.

Safety requirements pertaining to the workshop situation, as required by the Workplace Health and Safety Act 1995 will apply. This involves the safe use of tools and equipment and the wearing of Personal Protective Equipment (PPE). *Students will be asked to purchase their own eye and hearing PPE to be able to participate in the courses. All students are **required to wear protective safety boots** which may be purchased prior to entering the course or provided at cost through the school.*

Manufacturing (Furnishings) – Approach C

(Authority-Registered – Combination – QCE = 4 credits)

Course Overview:

This certificate course is chosen from the Furnishing Industry Training Package. Students complete Certificate I qualifications over two semesters and a course of study based on units selected from Furnishing projects in the remaining two semesters.

Structure of Engineering Studies:

A course of study in Furnishing Studies comprises:

- the mandatory study area core unit of work, integrated throughout the course of study
- a minimum of two units of work.

This approach is about basic skills in the furnishing industry.

Key elements:

- Introduction to the furnishing industry
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection and application of correct machines and processes
- Materials preparation, fabrication and assembly of an article
- Surface preparation and finishing.

VET Qualifications:

To achieve a VET certificate, students must demonstrate competencies within a training program developed by our school from the Furnishing Training Package.

Safety requirements pertaining to the workshop situation, as required by the Workplace Health and Safety Act 1995 will apply. This involves the safe use of tools and equipment and the wearing of Personal Protective Equipment (PPE). *Students will be asked to purchase their own eye and hearing PPE to be able to participate in the courses. All students are **required to wear protective safety boots** which may be purchased prior to entering the course or provided at cost through the school.*

Mathematics A

(Authority Subject – QCE = 4 credits)

Overview:

Mathematics A contributes to the student’s eligibility for an OP but is NOT a prerequisite for many tertiary courses. To study *Mathematics A* in Year 11 & 12, the student must have studied either *Introductory Mathematics A* or *Introductory Mathematics B* in Year 10. A very high level of success in *Foundation Maths* may also be acceptable for entry into the subject dependent upon an interview with the Head of Department.

Aims:

To develop skills in students (as identified in the syllabus) so that they:

- a) are able to recognise when problems in everyday life are suitable for mathematical analysis and solution, and be able to attempt such problems with confidence.
- b) are able to use mathematics to assist in making informed decisions in real-life situations.
- c) are able to manage their financial affairs in an informed way.
- d) are able to visualise and represent spatial relationships in both two and three dimensions.
- e) have positive attitudes to the learning and practice of mathematics.
- f) can comprehend mathematical information, which is presented in a variety of forms.
- g) can communicate mathematical information in a variety of forms.
- h) are able to select and correctly use a wide range of mathematical instruments.

Pre-Requisites:

Students must have completed Year 10 Mathematics. A reliable indicator for success is for students to have achieved at least a Sound Achievement (SA) in Year 10 *Introductory Mathematics A* and *English*.

Subject description:

The Mathematics A course consists of Core and Elective topics.

The Core topics are:

- Managing Money – bank interest, credit cards, loans, earning money, taxation, spending, investing money
- Applied Geometry – simple trigonometry, area and volume, latitude, longitude, time zones, scale drawings
- Data Collection and Analysis – graphical and tabular representations, surveys, methods of summarising data
- Maps and Compasses – land measurements, maps, compass bearings, orienteering site plans
- Exploring and Understanding Data – samples, summary statistics, interpreting media reports, simple probability

The Elective topic is:

- Networks and Queuing – road maps, shortest path, connecting rail systems, critical path analysis, single and multiple server queues

Assessment:

Students must be successful in Core and Elective topics to achieve a High (HA) or Very High Achievement (VHA). Year 11 assessment is formative providing students with practice and experience for Year 12 assessment. It is during Year 12 that data is collected for the summative requirements of Exit.

Students will be assessed in a variety of ways. As well as undertaking traditional supervised examinations, students will be required to undertake alternative assessment. This may require students to construct models, use computer software, prepare reports or research articles, carry out investigations or give oral presentations on prepared topics. These assignments are carried out in class and student's own time (i.e. homework) and form an integral part of the teaching and learning program.

Workload:

The content for each semester is quite extensive. Students are expected to complete approximately two hours per week of homework to keep up with the work. Excursions may take place from time to time where advantageous to a maximum of one per semester. Students should also be aware that work missed, because of excursions etc for other subjects must be made up in the student's own time.

Expenses:

Excursion costs (including events such as Maths tournaments) are to be determined as the need arises (approximately \$5.00 / excursion). Materials required include a Casio FX 82 Calculator or equivalent (about \$25.00), geometrical drawing instruments, graph paper and A4 lined paper. The School will provide textbooks, work booklets and when necessary graphing calculators.

Relevance for further Studies / Employment

Tertiary institutions are more and more expecting students to be "mathematically literate". The following tertiary courses require SA in either Mathematics A or Mathematics B: Business & Tourism, Primary Teaching, Multimedia, Health Science.

Mathematics B

(Authority Subject – QCE = 4 credits)

Overview:

Mathematics B contributes to the student's eligibility for an OP and is a prerequisite for many tertiary courses. To study *Mathematics B* in Year 11 & 12, the student must have studied *Introductory Mathematics B* in Year 10.

Aims:

To develop skills in students (as identified in the syllabus) so that they:

- a) are able to recognise when problems in everyday life are suitable for mathematical analysis and solutions, and be able to attempt such problems with confidence.
- b) are able to use mathematics to assist in making informed decisions in real-life situations.
- c) are able to manage their financial affairs in an informed way.
- d) are able to visualise and represent spatial relationships in both two and three dimensions.
- e) have positive attitudes to the learning and practice of mathematics.
- f) can comprehend mathematical information, which is presented in a variety of forms.
- g) are able to select and correctly use a wide range of mathematical instruments.
- h) are aware of the diverse applications of mathematics.
- i) are aware of the wide range of mathematics-based vocations.

Pre-Requisites:

Students must have completed *Introductory Maths B* in Year 10. In previous years students who have been successful in *Mathematics B* have achieved at least a HA in Year 10 *Introductory Mathematics B*, and at least another HA in either English or Science. Students generally find the "jump" from Year 10 *Introductory*

Mathematics B to Year 11 *Maths B* to be substantial, and that those who are successful in Year 11 have prepared well in Year 10.

Subject description:

The Mathematics B course consists of the following topics:

- **Applied Geometry** - scale drawings, plans, trigonometry, circles, volume, surface area.
- **Functions** - notation, mappings, tables, graphs, types, properties, transformations, simultaneous solution.
- **Rates of Change** - concept, notation, gradient, limits, derivatives, and applications.
- **Periodic functions** - definition, terminology, trig, derivatives, equations, and applications.
- **Exponential functions** - definition, inverses, e, derivatives, curve sketching, applications.
- **Optimisation** - derivatives, maxima, minima, stationary points, applications.
- **Financial Mathematics** - interest, types, rates, sinking funds, annuities, progressions, taxation, budgeting.
- **Integration** - definitions, notations, theorems, area, applications.
- **Applied Statistics** - stem and leaf, histogram, box whisker plots, central tendency, dispersion, probability, distributions, hypothesis testing, uses and misuses.
- **Operations Research** - Networks, Critical path analysis

Assessment:

Year 11 assessment will be formative only. This provides students with practice and experience as preparation for Year 12, which provides the data for summative assessment leading to the EXIT Statement.

Students will be assessed in a variety of ways. As well as undertaking traditional supervised examinations, students will be required to undertake alternative assessment. This may require students to construct models, use computer software, prepare reports or research articles, carry out investigations or give oral presentations on prepared topics.

Workload:

The content for each semester is very extensive. Students are expected to complete approximately three hours per week of homework to keep up with the work. It is essential that students organise a set study routine, if they are expecting success in Mathematics B.

Excursions may take place from time to time where advantageous to a maximum of one per semester. Students should also be aware that work missed, because of excursions etc for other subjects must be made up in the student's own time.

Expenses:

Excursion costs are to be determined as the need arises (approximately \$5.00 per excursion).

Materials:

- I. The school will provide the textbook and work booklets.
- II. A Casio CFX-9850GB Plus graphing calculator will also be provided by the school while the student is enrolled in Mathematics B/C. A scientific calculator is not necessary, as the graphing calculator performs all of the functions of the scientific calculator. The graphing calculator performs all of the functions of a scientific calculator.

Relevance for Further Studies/Employment:

This subject is essential for most tertiary courses. An SA in Mathematics B is required for studies in Science, Maths, Computing, Accountancy, Engineering, Surveying, Veterinary Science, Dentistry, Forestry, Medical Technology, Chiropody, Optometry, Clinical Lab. Techniques, Radiography, Building and Quantity Surveying and for some careers in hydrography as a deck officer.

It is highly recommended for tertiary courses in Architecture, Regional and Town Planning, Agricultural Science, Business, Information Technology, Law, Health, Surveying and for careers in hydrology, air traffic control, electronics and the Armed Services at officer level.

Mathematics C

(Authority Subject – QCE = 4 credits)

Overview:

Mathematics C contributes to the student's eligibility for an OP and is a preferred (but not prerequisite) subject for many tertiary courses. To study *Mathematics C* in Year 11 & 12, the student must also be studying *Mathematics B*.

Aims:

To develop skills in students so that they:

- a) are able to recognise when problems in everyday life are suitable for mathematical analysis and solutions, and be able to attempt such problems with confidence.
- b) are able to use mathematics to assist in making informed decisions in real-life situations.
- c) are able to manage their financial affairs in an informed way.
- d) are able to visualise and represent spatial relationships in both two and three dimensions.
- e) have positive attitudes to the learning and practice of mathematics.
- f) can comprehend mathematical information, which is presented in a variety of forms.
- g) can communicate mathematical information in a variety of forms.
- h) are able to select and correctly use a wide range of mathematical instruments.
- i) are aware of the diverse applications of mathematics.
- j) are aware of the wide range of mathematics-based vocations.

Pre-Requisites:

Mathematics C can only be studied concurrently with Mathematics B which provides the foundation for many of the topics dealt with herein. Past experience shows that students who experience success in Mathematics C have achieved a HA or better in Year 10 Introductory Maths B at least another HA in English or Science. Mathematics C students generally have a natural aptitude for or a keen interest in mathematics and generally enjoy the subject above all others.

Subject description:

The Mathematics C course consists Core and Option topics.

The Core topics are:

- **Group Theory** - concepts, definitions, axioms.
- **Number systems** - rational, irrational, real, complex, de Moivre's theorem, locus, transformations.
- **Matrices** - definitions, operations, singularity, systems of linear equations, quaternions.
- **Vectors** - definition, operations, scalar product, vector product, resolution of vectors, applications
- **Calculus** - integrals, theorems, Simpson's rule, differential equations, derivatives, Stirling's formula
- **Structure and Patterns** - progressions, permutations, combinations, Fibonacci, finite differences, applications.

The Option topics are:

- **Number Theory** – primes, composites, Euclidean algorithm, modular arithmetic, congruence, Diophantine equations
- **Conics** – concept of locus, directrix and focal point; eccentricity; circle; ellipse; hyperbola and parabola.

Assessment:

Year 11 assessment will be formative only. This provides students with practice and experience as preparation for Year 12, which provides the data for summative assessment leading to the EXIT Statement.

Students will be assessed in a variety of ways. As well as undertaking traditional supervised examinations, students will be required to undertake alternative assessment. This may require students to construct models, use computer software, prepare reports or research articles, carry out investigations or give oral presentations on prepared topics.

Workload:

The content for each semester is very extensive. Students are expected to complete approximately three hours per week of homework to keep up with the work. It is essential that students organise a set study routine, if they are expecting success in Mathematics C.

Excursions may take place from time to time where advantageous to a maximum of one per semester.

Students should also be aware that work missed, because of excursions etc for other subjects must be made up in the student's own time.

Expenses:

Excursion costs are to be determined as the need arises (approximately \$5.00 per excursion.)

Materials:

a) The school will provide the textbook and work booklets.

b) A Casio CFX-9850GB Plus graphing calculator will also be provided by the school while the student is enrolled in Mathematics B/C. A scientific calculator is not necessary, as the graphing calculator performs all of the functions of the scientific calculator.

Relevance for Further Studies/Employment:

Tertiary institutions view the study of Mathematics C as highly desirable for their tertiary courses, but because of competition and funding are reluctant to make it a pre-requisite for their courses. This necessitates students undertaking a "bridging" course – where most of the two years' work of Mathematics C is covered in one semester. The topics covered in Mathematics C are developed further in tertiary courses leading to careers in Computing, Surveying, Science, Business Administration, Biological Research, Air Traffic Control Forensics, Engineering and any area requiring trained analytic problem solvers.

Modern History

(Authority Subject – QCE = 4 credits)

Aims:

This course is designed to develop and enhance the skills of history that assist students to understand how values, ethics and beliefs impact on society in the past, present and future. Inquiry skills will lead to the development of independent research skills and the ability to communicate effectively in various formats. Using the knowledge and skills of Modern History will enable the student to become an informed and active citizen.

Course Outline:

The course is part of a 4 semester structure based on the themes of Ideas and Beliefs, Studies of Conflict, Studies of Power and Studies of Hope. Content involves the study of Totalitarianism, American Democracy and Iraq, Cold War, China, New World Order, Indigenous Empowerment, Biographies of Power, Australia's relationship with the rest of the world, International Co-operation and Contemporary Challenges. Skill development is formative in Yr 11 and opportunity exists for students to practise each assessment technique before it is presented formally for exit in Yr 12.

Recommendations:

To gain success in this subject it is highly recommended that students have a minimum B for Year 9 SOSE and a B or better in Year 10 History. A good reading ability and preparedness to view relevant programs are essential to this course of study.

Assessment:

The FIVE assessment items in Yr 11 are formative and these same techniques are repeated in Yr 12 where results are for exit. The assessment program is based on research and inquiry, communication, extended written tasks and non-written presentations. In order to develop these skills, students have regular practise in writing tasks; use computers/library resources to access research, current events, reinforce content, revision activities and prepare inquiry tasks; and Queensland Core Skills components are included in all assessment items. Assessment is relative to the needs of the OP bound student and to the student desiring to participate effectively in society.

Workload:

Apart from lesson time, students will be expected to spend approximately a half hour per night on a combination of revision, research and reading/viewing current events. Homework is prescriptive (e.g. from text, handouts) and relevant to the course work. Current events play a significant part in some areas of Modern History and viewing of documentaries, commercial free-to-air programmes and the reading of newspapers and journals will be part of the course work where relevant.

Relevance for Further Studies:

Modern History is a key background subject in many degree and diploma courses. Traditional jobs such as archaeologist, archivist, librarian and social policy advisor are well supported by this course of study. Law and Journalism degrees need the skills practised in this subject. The tertiary bound student is well prepared in research/inquiry techniques and communication formats. In the workplace, students will be able to take with them a range of skills that enable team work, analysis of problems and open discussion. As a citizen, students are well prepared to analyse the current events of the day and be able to offer informed opinion. Lifelong learning is encouraged in this subject and the student leaves school with the knowledge that history continues to happen and affects society.

Multi-Strand Science

(Authority Subject – QCE = 4 credits)

NB: Students who select Multi-Strand Science may select only ONE other SCIENCE subject.

General:

Multi-Strand Science provides a course of study for students wishing to pursue a general science education rather than specialise in a single field. The course structure caters for a range of student abilities from those who are less talented in the sciences, to the highly motivated.

Aims:

A course in Multi-Strand Science should provide learning experiences, which aim at further developing in students:

- a) A knowledge and understanding of people, the planet, the universe and the relationships between them;
- b) Basic skills of literacy and numeracy in scientific situations;
- c) An appreciation of the role of science in developing and maintaining our society;
- d) A recognition in broad terms of the scientific basis for natural processes and technological developments;
- e) A realisation of the significance of human decision making in the proper use of science and its products.

Course Outline:

Forensic Science, Alcohol in Society, Environmental Studies, Body Adornment, Energy and Energy Converters and Disease.

Pre-requisites:

A minimum of Sound Achievement in English and three other subjects.

Incompatible Subjects: For the purpose of an OP score and reporting on the Senior Certificate a student studying Multi-Strand Science may only study a maximum of one other Science subject.

Assessment:

The assessment schedule is continuous, with test instruments completed at the end of each multi-strand work unit. Assessment items include written tests, reports from field excursions and case studies, research assignments and skills development checklists.

Workload:

A student should be able to achieve a sound result by solid application to work in class. To obtain higher results in this subject, average students should spend one to two hours per week of home study.

Expenses: Students are expected to replace workbooks provided via the Resource Hire Scheme that have been lost or seriously damaged.

Field Trips:

Field trips form an integral part of the course of study. Students are expected to participate in an environmental field study excursion (Year 11, - cost in 2008 was \$180.00) and one or half day excursions during most units (Cost \$10.00 to \$15.00 depending on venue).

Relevance for Employment/Further Studies:

The subject is not a pre-requisite for any tertiary course or occupational entry. However, as an "Authority" subject it may be used for the calculation of OP score. It provides a suitable background in Science to understand social issues as an informed citizen. It would be a useful course for students considering vocations where a general understanding of science is helpful (eg Primary School teaching, Journalism) or for Academic students wishing to explore the social implications of Science.

Music

(Authority Subject – QCE = 4 credits)

Music is an important part of society and culture. Music allows students to develop creativity and self-expressiveness, whilst also fostering self-discipline, concentration, listening skills and fine-motor skills. It also develops important inter-personal skills, a sense of responsibility and teamwork. Music will lead to an informed awareness of the world at large, improve language and mathematical abilities, develop analytical skills and enhance self-esteem. The study of music can develop an enduring love of and lifelong involvement with music as well as offer a wide variety of career opportunities.

The music course in Years 11 and 12 is a comprehensive study of varying styles of music and related activities. The 3 dimensions in Music are:

- **Composing** – creating music in a variety of genres and styles. Student can develop their own creative style and can record their compositions or use computer programmes to write music.
- **Performance** – interpreting music by playing an instrument, singing or conducting, either solo or in an ensemble.
- **Analysing music** – identifying styles and elements of music, reading and discussing music.

Pre-requisites:

It is **advantageous** to have either studied Music in Year 10 and attained Level 6 **or** studied privately and attained a similar standard. Students entering Senior Music should be able to play an instrument or have some vocal background.

Units studied:

- | | | |
|--------------------|--------------|-----------------------------|
| ♪ Purpose of Music | | ♪ Jazz |
| ♪ On stage | ♪ Era to Era | |
| ♪ Our Island Home | | ♪ Free Stylin' – Own Choice |

Workload:

Students will have regular weekly homework for written or practical tasks.

Relevance for Further Studies/Employment:

Music is a Board Subject and therefore enables students to be eligible for an OP.

After completion of Year 12, students can further their studies in Music at one of the many tertiary institutions. Students can study various Degrees such as Bachelor of Music, Bachelor of Arts, Bachelor of Contemporary Music and can focus on performance, composition, musicology, contemporary music. These qualifications can lead students to careers in Performance, composing/arranging, sound engineering, education, Radio/Television/Advertising, Retail industry, Entertainment industry, Music Therapy and so on.

The study of music is also very relevant in developing students creativity and providing them with skills and knowledge for worthwhile recreational activities.

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Music Extension

(Authority Subject – QCE = 2 credits)

Music Extension is offered in Year 12 only. However it is desirable for students to undertake the subject in year 11 as preparation. Students must study classroom **music** in Years 11 and 12 and have Grade 6 equivalent standard, on their chosen instrument or voice, to be eligible for enrolment.

The course offers specialisation in performance e.g. Extension Music Concerts, challenging students to extend their abilities in music. It provides students with a developmental path to a more exacting level of performance and leads to the acquisition of significant expertise in this field.

The 3 dimensions of the Music Extension course are:

- Musicology
- Composition
- Performance such as solo, ensemble, conducting, improvising

For more specific details about Music Extension (Performance) please contact the HOD – Performing Arts.

Music - Instrumental

(School Subject - Does not contribute to QCE)

Instrumental Music (woodwind, percussion, string and brass) is taught by visiting instrumental music teachers. A timetable is arranged so that the student wishing to learn an instrument does not miss the same lesson each week of their other subjects. Instrumental music teachers will group prospective and continuing music instrumental students into the appropriate level for teaching from beginners to more advanced.

Students are expected to buy the relevant instrumental music book after consultation with the Instrumental Music teachers. These books are available for sale from the bookshop. Students are able to receive tuition. Generally it is desirable that continuing students will have their own instrument. Some instruments are supplied by the school through P & C funding or through the Education Department. The Music Instrumental teachers will allocate the necessary instruments after testing prospective students. At the beginning of each year, all interested parents and students are invited to a meeting at the school where full details concerning the operation of the program are explained.

Physical Education

(Authority Subject – QCE = 4 credits)

Overview:

This course involves students in learning “In”, “Through” and “About” physical activity. Theory work is involved and is directly related to the practical elements being studied. Students have the opportunity to personalise their learning and assessment by looking at their own involvement in the activities offered.

Course Organisation:

Four Physical Activities are offered for study over the two-year course. These are Volleyball, Softball, Golf and Self Defence. All activities are studied for two terms. Each activity is studied for one term in year 11 and revisited in year 12. This gives the students the optimum time for practice and improvement over a two-year period to maximise retention and performance. Theoretical elements are directly related to and studied at the same time as the practical element.

Assessment:

During the two year course - Assessment is continual and on going. Practical elements are assessed by observation of game play and skill performance. Theoretical elements are assessed by a variety of methods including Lab reports, Log books, Journals, Exams, Oral presentations and Assignments.

This course offers assessment guidelines which are reasonable and realistic, and allow students with talent to achieve the high ratings they deserve.

Special Requirements:

- Sports uniform - hat - sports shoes - sun glasses
- Students must be prepared in **ALL** lessons to engage in both physical and written tasks as often these will be integrated.
- Students should be aware that to get the best results, learning experiences will be varied. At times, travel to other venues and the provision of specialist instruction will incur additional costs.

Pre-requisites:

Please Note: Students do not have to have undertaken Physical Education in Year 9 and 10 to begin Physical Education in year 11. It is important, however, to let your performance in Year 9 and 10 be a guide to your possible success in this subject.

Sound grades or better in English, Science and HPE (if you did it) would be regarded as minimal requirements for the successful completion of the course. Allied to these academic requirements would be a keen interest in the range of physical activities offered in the course and a desire to take part in physical activity on a regular basis.

Possible Tertiary Courses And Career Options:

- Health Promotion – Administration Leisure Management
- Sports Sciences
- Medical / Paramedical Sciences
- Fitness Leadership
- Armed Forces / Police
- Teaching

Physics

(Authority Subject – QCE = 4 credits)

This course is designed around the 2007 Queensland Physics Syllabus. The thrust of the general objectives of physics is to involve students as rational and creative thinkers, engaged in the acquisition of knowledge and the development of understanding of physical aspects of their world through processes of scientific investigation in real world contexts.

Course Outline:

The course is designed to present physics in contexts of real life problem solving. The contexts comprising the PRSHS work program are: Amusement Parks, Power to the People, Modern Physics, The Big Picture, Our Electronic World, Physics to go!, Major Assignment (own choice).

Within the above contexts the concepts of physics investigated include: physical quantities and measurement, forces and motion, energy and momentum, wave motion and sound, electricity and electronics, light & optics, magnetism and electromagnetism, quantum physics, atomic and nuclear physics, special relativity.

Pre-requisites:

Minimum of a “C” in Introductory Maths B or “A” or “B” in Introductory Maths A or Maths , “C” in Science (specifically the Physics module) and a “C” in three other subjects. Students attempting Physics with lower results than these are not likely to be successful. Students enrolled in this course should preferably be enrolled in Maths B and may find some advantage in taking Maths C.

Assessment:

The assessment schedule is continuous with assessment tasks divided into the following categories: Extended Experimental Investigation (characterised by multiple practical investigations and a single major project, all involving data collection, analysis and report writing with an emphasis on the use of technology throughout), Extended Response Task (Assignments, reports, multi-media presentations) & Supervised Assessment (multichoice & short answer tests, practical exercises, paragraph response, response to stimuli).

Workload:

Physics is a primarily pre-tertiary course. Maximum learning engagement in class and significant amounts of work out of class is necessary for success. Four hours of quality out of class work per week would be an average commitment. Teamwork between students is beneficial and encouraged.

Expenses:

A compulsory excursion to Dreamworld in Year 11 (cost of \$38 in 2008).

Relevance for Further Studies/Employment:

Physics is a recommendation for the following tertiary courses: Dentistry, surveying, engineering, vet. science, medical technology, podiatry, geology, optometry, clinical lab techniques, radiography, hydrography, air traffic control. It is highly recommended for science, engineering, agricultural science, forestry, health surveying, officer training.

PREP

(School subject - Does not contribute to QCE)

Aims

The Pine Rivers Enrichment Program (PREP) is a program unique to PRSHS. It is a life skills program that focuses on informed decision making. The Yr 11 Program is centred round four themes:

<p><u>Personal Well Being</u> Personal Health</p> <ul style="list-style-type: none"> • STDs • Testicular/Breast Self-examination • Drugs and Alcohol <p>Protective Behaviours *</p> <ul style="list-style-type: none"> • Sex and the Law <p>Values and Ethics</p>	<p><u>Communication & relationships</u> Induction</p> <ul style="list-style-type: none"> • Getting to Know You <p>Leadership</p> <p>Celebrating difference</p> <ul style="list-style-type: none"> ▪ tolerance ▪ relationships ▪ privacy
<p><u>Responsible Citizenship</u> School Activities</p>	<p><u>Life Pathways</u> Goal Setting</p>

<ul style="list-style-type: none"> ▪ Swimming Carnival ▪ Raffle ▪ Walkathon ▪ Athletics Carnival <p>Leadership</p> <ul style="list-style-type: none"> ▪ Voting for Leadership ▪ Committee Selections ▪ Camp <p>Harassment *</p> <ul style="list-style-type: none"> ▪ Sexual Harassment ▪ Racial Harassment <p>Driver Education The Law and You Social Issues (may select one or more issues, the following are examples)</p> <ul style="list-style-type: none"> ▪ Abuse ▪ Domestic violence <p>Human Rights</p>	<p>Study Skills</p> <ul style="list-style-type: none"> ▪ Organisation ▪ Time Management ▪ Stress Management ▪ Job Skills
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Year 12 Program: In Year 12 students participate in a program similar to that above, but also join a PREP Class that has a specific “Committee” function such as

<p>Promotions Committee Environment Committee Sports Committee Media Committee</p>	<p>Social Committee Cultural Committee Events Committee Events / Activities Committee</p>
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Assessment:

While students do not complete formal assessment items, PREP Teachers report to parents and carers about student participation, behaviour and involvement.

Pre-Vocational Maths

(Authority-Registered – Non VET – QCE = 4 credits)

Overview:

Pre Vocational Mathematics does NOT contribute to the student’s eligibility for an OP but success in *PVM* does allow the student to be eligible for the QCE. Students studying *Pre Vocational Mathematics* in Year 11 and 12 will generally come from Year 10 classes in *Elementary Maths Mastery* and *Foundation Maths* together with some of the lower achievers of *Introductory Mathematics A*.

Aims:

During a course of study (as determined by the Study Area Specification), students should:

- build confidence and experience success when using mathematics in everyday contexts
- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams
- be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts
- be able to present findings orally and in writing
- be able to use relevant technologies
- be able to make informed decisions.

Pre-requisites:

It is assumed that students entering a course based on this study area specification have basic mathematical skills consistent with at least level 3 of the 2004 Years 1–10 Key Learning Area (KLA) syllabus (Mathematics) or equivalently have achieved at least an LA in *Introductory Maths A* or an SA in *Foundation Maths* or *EMM*. Supervision and highly scaffolded and supported learning that incorporates concrete, realistic hands-on experiences are a feature of this course

Course of Study:

The five topics are:

Mathematics for interpreting society: number (whole numbers, fractions, decimals, percents, ratios, proportions, rate)

Mathematics for interpreting society: data (collect, access and organise data; display, present, represent and interpret data)

Mathematics for personal organisation: location and time (read and use maps to locate points and places; interpret time, clocks and timetables)

Mathematics for practical purposes: measurement (metric system, measuring equipment)

Mathematics for personal organisation: finance (obtaining an income, spending money, investing money, borrowing money).

The course will be implemented on a more practical/"hands-on" basis than Maths A, B or C; thematically based where possible.

Assessment:

Students will be assessed in a variety of ways. There will be a mix of traditional supervised examinations, and alternative assessment strategies such as construction of models, use of computer software, reports, research articles, carry out investigations, oral presentations and accumulated diary work.

Workload:

Homework, worksheets, research and investigative tasks may be given periodically to help students to keep up with the work and to be involved positively in each unit. Excursions may take place from time to time where advantageous (1 per term maximum).

Expenses:

Excursion costs will be determined as the need arises (maximum of \$5 per excursion). Materials required include an exercise book and a calculator with square root capability (about \$10). The text will be provided by the School through the Resource Hire Scheme. Students may need to provide materials for project work e.g. cardboard, shoe-boxes, empty soft drink bottles approximately once a term.

Relevance to Further Study/Employment:

This subject is a SAS and is therefore not included in establishing the Tertiary Entrance Score (OP). The subject gives a sound background for students to be able to take an informed position as a consumer in society. An understanding of the principles taught in the course would tend to enhance a student's employment prospects.

Recreation Certificate Course

(Stand Alone VET – QCE = 4 credits)

Aims:

The Recreation Course is committed to providing students with the practical skills, knowledge and experiences that will enable them to achieve nationally recognised competencies from the National Community Recreation Industry and National Outdoor Recreation Industry Training Packages.

Recreation Industry:

The program allows students to achieve through different pathways and recognises their existing skills and experiences during assessment. The program reinforces self esteem, confidence and safe practice and provides an environment where the students can explore their personal limits, develop organisational skills and learn to recognise the value of group participation and respect for others.

Relevance for Further Studies /Employment:

This course provides a number of pathways for students interested in the Recreation Industry that is recognised as one of Queensland's and Australia's biggest growth sectors.

At the end of Year 12 students can:

- Continue Tertiary study including Certificates in the field of Recreation at higher levels, Diploma Courses and on to Doctorate level.
- Obtain a Sport and Recreation (Operations) Traineeship in areas such as Fitness Instruction, Sports Administration and Sales and Marketing. The school has developed links with local employers.
- Obtain entry-level employment within the Recreation Industry.

Course Outline:

The Recreation Certificate Course is designed to provide a broad range of recreation, sport & leisure experiences that build a base of knowledge and practical skills for students seeking a career in the Recreation Industry.

Content/Activities:

Semester 1	Lifesaving; (Surf Lifesaving or Pool Lifeguard), Senior First Aid, Sports Leader Skills
Semester 2	Career Planning, Sports Leader Skills, Canoeing, Snorkelling
Semester 3	Expedition Planning, Snorkelling, Reef Expedition, Coaching Principles
Semester 4	Coaching Practical, Aussie Sports, Rockclimbing, Leisure Pursuits

Program Outcomes:

The program will provide the student with:

- Units of Competencies based on the Nationally Recognised Sport and Recreation Training Packages. The specific awards the students will be working towards are a **Certificate 1 in Community Recreation** and a **Certificate 2 in Outdoor Recreation**. At the end of year 12 (provided all assessment criteria are met) Certificates will be awarded or a Statement of Attainment for those not meeting the Certificate requirements.
- Practical experiences through which knowledge, skills and safe practice are developed for recreation activities (either as leader or as a participant).
- A wide range of experiences which recognise the diversity of recreational activities on offer to the community.
- An understanding of the Recreation Industry and the role recreation plays in our community and in our personal lives.
- An appreciation of the fragility of the natural environment and ways to recreate with minimal impact on these environments.
- A greater personal understanding of the skills necessary for group participation and positive social interaction.
- A better understanding of personal strengths and weaknesses and through this, the development of self-esteem, confidence and respect for other members of the community.

Awards/Certificates available during this course:

Senior First Aid Certificate

RLSS Pool Lifeguard Certificate

Surf Lifesaving Bronze Medallion, Surf Rescue Award, Surf Survival.

Cardio Pulmonary Resuscitation, Advanced Resuscitation

Sports Coaching General Principles Level 1 NCAS

Specific Sports Awards e.g.

Basic Skills Canoeing and/or Seakayaking

NAUI Open Water Skindiver

Pre-requisites for the Recreation Certificate Course:

Participation in the Recreation Studies and/or Health and Physical Education Course (Year 10) will be of benefit but is not required. A satisfactory level of swimming ability (assessed at start of Year 11) will be required to complete some necessary modules.

To assist students obtaining units of competencies, the following subjects/activities are recommended:

- Work Placement or Work Experience in the Recreation Industry
- Work Education Certificate
- English Communication
- Computer Studies

Other subjects may also provide competencies that can be credited to the students:

- Physical Education
- Business (Office Administration)
- Multi-Strand Science

Assessment:

The students will be required to meet a series of nationally endorsed "units of competencies" within the Australian Qualifications Training Framework (AQTF). These will be assessed through a variety of test instruments such as; Task sheets, log books, skills checklists, exams, practical demonstrations and assignments.

Successful units of competencies will appear on the Senior certificate.

***NB** Camps are a major assessment item and as such, are an essential component of this course. An inability to participate will impact greatly on the student's final achievement level and may result in the student not being credited with the Recreation Certificate.*

Expenses: Students will be required to attend camps in Year 11 and 12. The **Year 11 camp (Compulsory)** will be a lifesaving camp held either for Surf Lifesaving training or RLSS Pool Lifeguard and its approximate cost is **\$270**. The **Year 12 Expedition (Optional)** is a reef trip to North-West Island and/or a Seakayak Expedition to the Whitsundays. The cost will be approximately **\$450**.

In addition, the students may incur costs for in-class activities (e.g. Gym at Spectrum and rockclimbing at Kangaroo Point Cliffs), transport to venues for activities and if copies of awards and certificates are sought. These costs will be held to a minimum, but are unavoidable in this course.

Sport Coaching Certificate Course – Rugby League

(Stand Alone VET – QCE = 4 credits)

Aims:

The Certificate 2 in Sport Coaching Course is committed to providing students with the practical skills, knowledge and experiences that will enable them to achieve nationally recognised competencies from the National Sport and Recreation Industry and National Industry Training Packages.

Sport Industry:

The program allows students to achieve through different pathways and recognises their existing skills and experiences during assessment. The program reinforces self esteem, confidence and safe practice and provides an environment where the students can explore their personal limits, develop organisational skills and learn to recognise the value of group participation and respect for others.

Relevance for Further Studies /Employment:

This course provides a number of pathways for students interested in the Sport and Recreation Industry that is recognised as one of Queensland's and Australia's biggest growth sectors.

At the end of Year 12 students can:

- Continue Tertiary study including Certificates in the field of Sport Coaching at higher levels, Diploma Courses and on to Doctorate level.
- Obtain a Sport and Recreation Traineeship in areas such as Fitness Instruction, Sports Administration and Sales and Marketing.
- Obtain entry-level employment within the Sport and Recreation Industry.

Course Outline:

The Sport Coaching Certificate Course is designed to provide a broad range sport related experiences that build a base of knowledge and practical skills for students seeking a career in the Sports Industry.

Content/Activities:

Semester 1	League Safe Accreditation.
Semester 2	Introduction to Coaching, Sport/Career Industry Investigation
Semester 3	Sports First Aid Award, General Principles of Coaching
Semester 4	Rugby League Coaching and Referee Level 1, Strength and Conditioning

Program Outcomes:

The program will provide the student with Units of Competencies based on the Nationally Recognised Sport Training Package. The specific award the students will be working towards is a **Certificate 2 in Sport Coaching**. At the end of year 12 (provided all assessment criteria are met) a Certificate or a Statement of Attainment for those not meeting the Certificate requirements will be awarded.

This qualification facilitates the development of the following knowledge and skills at the state level:

- observing athlete's performances to determine the level of instruction required;
- instructing techniques for athletes to acquire additional skills or improve existing skills;
- conducting practice sessions;
- implementing sports first aid procedures and applying sports first aid;
- implementing game strategy, in consultation with school/club officials;
- monitoring the progress of games or competitions and giving signals/instructions to athletes;
- carrying out after competition review of strategy and performance;
- supervising sporting events;
- controlling the entry and participation of competitors in sporting events;
- determining violations of rules and regulations and determining penalties for those breaches;
- being responsible for equipment required for competitions.

Awards/Certificates available during this course:

- League Safe Accreditation
- Sports First Aid Certificate
- NCAS Sports Coaching General Principles Level 1
- ARL Modified Rugby League Refereeing Certificate
- ARL Modified Games Coach Accreditation
- ARL Rugby League Referee Level 1
- Strength and Conditioning Level 1

Pre-requisites for the Sport Coaching Certificate 2 Course:

Participation in Rugby League within school and club is highly recommended. Participation in Recreation Studies and/or Health and Physical Education Course (Year 10) will be of benefit but is not required. A

satisfactory level of physical ability (assessed at start of Year 11) will be required to complete some necessary modules.

Assessment:

The students will be required to meet a series of nationally endorsed "units of competencies" within the Australian Qualifications Training Framework (AQTF). These will be assessed through a variety of test instruments such as; Task sheets, log books, skills checklists, exams, practical demonstrations and assignments.

Successful units of competencies will appear on the Queensland Senior Certificate.

***NB** Practical physical performance is a major component and assessment item and as such, is an essential component of this course. An inability to participate will impact greatly on the student's final achievement level and may result in the student not being credited with the Certificate.*

Excursions/Expenses:

Students will be required to attend a League Safe Training Course, Modified Rugby League Referee Training Course, excursion costs to the Queensland Academy of Sports and assist in junior rugby league competitions as officials in Year 11 and 12.

In addition, the students may incur costs for in-class activities (eg Gym at Spectrum, Selected NRL Games), transport to venues for activities and if copies of accreditations and certificates are sought. These costs will be held to a minimum, but are unavoidable in this course.

Study of Society

(Authority Subject – QCE = 4 credits)

Aims:

This subject aims to lead students to a broad understanding of the behaviour of individuals, groups and institutions within societies and the interaction of these elements. As well, it provides a sound basis from which future citizens may consider their roles in society and possible solutions to social problems.

Study of Society is based on many disciplines including sociology, anthropology, politics, law and social psychology, which are otherwise unrepresented in the school's senior curriculum. The knowledge base of these disciplines includes studies of the socialisation of individuals within cultures and groups and the links between values, attitudes and behaviour. It also includes studies of power relationships within institutions. Such studies inevitably raise questions related to values, equity, and social justice and provide opportunities for the development of empathy with and tolerance for others. The thoughtful critique of social problems provides opportunities for student action and democratic participation.

In the course of their studies, students will collect, analyse, organise and evaluate the quality and validity of information. They will plan and organise research projects, action research, observations and other forms of data generation. Both individually and in groups, they will attempt to solve problems associated with their own research tasks, and will have opportunities to propose tentative resolutions to social issues. They will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences.

Study of Society is a particularly relevant and important subject for the students of Pine Rivers SHS as it encourages students to learn think and make decisions in contexts that are "real life". Underlying these studies and the values involved in them should be a commitment to open-minded debate, human rights and responsibilities, improvements in the quality of life, social justice and ecological sustainability.

Course Outline: The Study of Society syllabus consists of five independent semester units of which four must be selected for study. The units are:

Unit 1: What shapes the individual? Investigating socialisation

Unit 2: How do people view social behaviour? Investigating different cultural perceptions

Unit 3: Who gets what and why? Investigating social inequality

Unit 4: Who is in control? Investigating legal and political power and decision making

Unit 5: Investigating social issues: an in-depth application of investigative techniques.

Recommendations: At least a "C" for Junior English is recommended together with a "C" for Year 9 SOSE and/or a "C" or better for a Year 10 Social Science subject.

Assessment: Assessment in each semester is cumulative with a variety of assessment instruments being employed (eg research assignments, practical exercises, excursion reports and tests).

Assessment Criteria

- knowledge and understanding
- critical processes (analysis, evaluation and decision making)
- research
- communication

Workload: Students are given a course outline at the beginning of each semester detailing the content and assessment program. Approximately three hours of homestudy per week is expected in order to complete regular homework tasks and various assessment tasks set.

Expenses: Study of Society is not a text book driven subject. Students will be supplied with numerous handouts and other materials. Excursion costs depend on the venue (ie distance from Strathpine) but are expected to be minimal.

Relevance for Further Studies/Employment:

By studying this subject, students can become:

- more knowledgeable, effective, and committed participants in personal, professional and civic life
- more aware of the importance of values and beliefs, and how differences can be identified, understood, negotiated, and perhaps resolved
- more reflective, responsible and sensitive citizens
- more aware of the connections among the social sciences and with other subject areas
- more sensitive to the interdependencies between the social, cultural, political, economic, environmental and ethical experiences
- more able to grasp the possible tensions between how social systems commonly operate on the one hand and the overall sustainability of the social system and the natural environment on the other.
- extremely well prepared for studying a wide variety of tertiary courses.

Technology Studies (Robotic Engineering) (Authority Subject – QCE = 4 credits)

Technology Studies is a subject designed with the future engineer in mind. It is a true engineering course with high academic expectations and as such should not be mistaken for a machining or “shop” subject. The global aim of technology studies is to teach students to engage with the engineering design process to solve real world problems. We will teach the engineering design process with various materials and processes in mind, however, all processes are transferable to any engineering field. Technology studies is the logical progression and extension of Robotics 1, 2, and 3 and all design challenges will allow for students to use skills developed to devise solutions.

Aims:

The general aims for this Robotics course is to engage students in **Technology** and to integrate this into real world environments, using intellectual and practical knowledge and skills to:

- a) develop the students understanding of the Engineering Design Process.
- b) enhance the students knowledge and ability to apply this to analogue electronics.
- c) develop digital systems.
- d) gain a working knowledge of pneumatics.
- e) develop the basics of programming, and apply this knowledge by programming microcontrollers.
- f) design, construct, and test chassis and other structural systems.

Overview:

Students will study the engineering design process while participating in minor projects. During Year 11 all the foundation study will take place. Students will learn about structures, plastics, electronics and pneumatics. Year 12 is devoted solely to a major project. The students must find a need then design, manufacture and evaluate a robot to satisfy that need.

Assessment:

Assessment for this subject is folio based. The students must produce a folio of there work as evidence of the engineering design process. There are also research reports and exams.

Competitions:

Competition, as well as being fun, provides students with immediate feedback on the effectiveness of their solutions to design challenges. As such the students will be able to build a robot and enter it in regional and state Robocup junior Queensland competitions, in either Robo-rescue, or Robo-soccer. Students will also compete in school based structures competition, and a Co2 power F1 car using CAD, with opportunity for State, National and international representation.

Workload:

A minimum of approximately three hours per week homestudy will be necessary to succeed in this subject.

Expenses:

A small cost of approximately \$8 will be involved in students purchasing their own Atmel microcontroller (this may have been previously purchased in Year 10).

Pre-requisites:

Any student who has successfully completed **Robotics 3** will be given priority to places in this course. After there Year 10 cohort have matriculated places will be given to students with at *least* an “C” in Maths and Science. No student can enrol without one of these pre-requisites.

Relevance for Further Studies/Employment:

This subject will benefit students who wish to pursue a career in any of the engineering fields. The problem solving skills developed throughout the course are invaluable. It is highly recommended to those students wishing to undertake senior physics.

This course is suggested for students who hope to study following tertiary courses: Engineering (electronic, medical, biological, civil, mechanical), Mecatronics, Science, Computing, Air Traffic Control, Technology/Science Teaching. The course is endorsed by the Director of Robotics, School of IT and Electrical Engineering, University of Queensland.

<h2>Tourism (Tourism Operations)</h2> <h3>(Stand Alone VET – QCE = 4 credits)</h3>
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Aims:

Tourism Studies is about the nature and operation of the Tourist Industry, its impact on environments and communities and vocational training opportunities in the tourist industry. It is about investigating and participating in tourist activities. Successful completion of the course leads to the Certificate 2 in Tourism.

Course Outline:

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| * SITTIND001A | Develop and Update Tourism Industry Knowledge |
| * SITXCCS001A | Provide Visitor Information |
| * SITXADM002A | Source and Present Information |
| * SITXOHS001A | Follow Health, Safety and Security Procedures |
| * SITXCOM001A | Work with Colleagues and Customers |
| * SITXCOM002A | Work in a Socially Diverse Environment |
| * SITXCOM004A | Communicate on the Telephone |
| * SITXADM001A | Perform Office Procedures |
| * SITXFIN001A | Process Financial Transactions |
| * SITTTSL002A | Access and Interpret Product Information |
| * SITXADM002A | Source and Present Information |
| * SITTTSL004A | Source and Provide Australian Destination Information and Advice |
| * SITTTSL003A | Source and Provide International Destination Information and Advice |
| * SITTVAF002A | Provide a Briefing or Scripted Commentary |

Recommendations:

For success in this subject it is highly recommended that students have achieved a “C” in Junior English and it is an advantage to have successfully studied Geography. Students must also be available and willing to participate in work experience which can at times involve quite menial work associated with the Tourist Industry.

Assessment:

Assessment in each semester is cumulative with a variety of assessment instruments being employed (eg reports, lecturettes, practical exercises and tests). One excursion a semester is a mandated aspect of this course to complete assessment elements in selected modules.

Workload:

Students are given a course outline at the beginning of each semester which states the content and assessment program. Approximately two hours of homework/study per week is expected in order to complete regular homework tasks and various assessment tasks set. In addition, students are expected to participate in any Work Experience program (1 week), service projects and field trips (1 day) organized each semester.

Expenses:

Excursion costs will be determined by the current entry costs to venues and the distance of each venue from Strathpine (presently averaging around \$50 per excursion). One excursion each semester over the four semester course is compulsory to complete the assessment elements in selected modules.

Relevance for Further Studies/Employment:

Tourism promotes a number of desirable qualities in students as people who will eventually seek employment. In Tourism students develop their ability to question and argue rationally in order to make decisions and solve problems. Responsibility for their own work and co-operation with other people are emphasised. Tolerance of and respect for other people, their property and themselves are encouraged.

Tourism is directly related to the tourist industry and is of value to those students seeking careers in this area or the service industry in general. The Tourism Certificate has Australia wide recognition. Students not intending pursuing a career in this area will still find this course a useful background to employment in general and an insight into the operation of a service industry.

Certificate II in Workplace Practices **(Stand Alone VET – QCE = 4 credits)**

Certificate II in Workplace Practices has been developed to address the consistent concern expressed by industry regarding the need for persons entering the workforce to have a “hands-on” understanding of workplace culture and of general workplace practices. In simple terms, it is designed to give students the knowledge and skills they will need to “hit the ground running” and to make a positive impression when they first enter employment.

Pre-requisites:

Certificate II in Workplace Practices does not require any prerequisite study. However, students who have completed *Certificate I in Work Education* will receive advanced standing into Certificate II in Workplace Practices.

Course Outline:

The pre-work placement component was designed for students to focus on:

- developing an appreciation of workplace culture by undertaking visits to industry worksites to gain an appreciation/understanding of generic workplace expectations and requirements
- developing generic knowledge and skills for the workplace that would assist students in preparing to optimise their personal contribution to the effectiveness of a workplace environment

The post-work placement component was designed for students to focus on:

- negotiating the world of work by developing knowledge of job seeking methods/strategies
- understanding education/training/employment options by exploring labour market trends and the Vocational Education and Training (VET) system to develop an appreciation of future employment and further education/training options

To gain a *Certificate II in Workplace Practices*, a minimum of 80 hours of structured work placement must be incorporated. Students enrolled in a traineeship or apprenticeship (including school-based) are exempt from the work placement requirement of *Certificate II in Workplace Practices* and may also apply for credit for the industry-specific electives.

The work placement component was designed to incorporate a minimum of two work-based experiences, at least one of which must be in a workplace. In Queensland, *Certificate II in Workplace Practices* has been designed to operate through a Work Experience Agreement.

Assessment:

There will be a wide variety of core and elective units of study where students will be required to display competency to be eligible for this qualification. Students will be required to keep a folio of completed tasks and investigations.

Relevance to Future Studies/Employment:

This course will give valuable preparation for students intending to seek employment after completion of their secondary schooling or those intending to take vocational subjects in senior with a view to TAFE entry. This subject will also help students develop career skills relevant to their work and social/community lives outside school and give them greater understanding of how our society operates which will be most helpful in later years.

INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT TIME OF PRINTING. PLEASE NOTE THAT SOME CHANGES MAY BE IMPLEMENTED DUE TO COURSE AMENDMENTS IMPOSED ON THE SCHOOL. STUDENTS WILL BE NOTIFIED DIRECTLY BY THEIR TEACHER SHOULD THIS OCCUR.