Cleveland District State High School

Semper Digne - Always Worthy

Preparing Students to Meet the Future

Senior Subject Information Booklet

Year 10 – 2017
Year 11 – 2018
Year 12 – 2019
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Parents and Students

This handbook outlines the subjects offered to students in Years 10, 11 and 12 and the costs involved. It has been produced to assist students to make decisions on the appropriate subjects to study throughout the Senior Phase of their education. The pathway that the student will take through Senior should be carefully considered – tertiary entrance through the International Baccalaureate Diploma Programme (IBDP), tertiary entrance through the Australian Tertiary Admissions Rank (ATAR) or a Vocational pathway which will prepare students for TAFE study, apprenticeships, traineeships and paid work.

The Queensland Government has announced significant changes to senior schooling and subjects, assessment and tertiary entrance are all currently under review. The new system will be in place for our current Year 9 students and will impact on students who choose a tertiary entrance pathway through the ATAR and Vocational students who choose a combination of Authority and SAS subjects. The changes will not impact in any way on the IBDP and the impact on SAS subjects will be minimal. This handbook gives details of the information that has been released to date and the impact that this has on senior schooling. It is expected that students (and parents) will read this handbook carefully and select a course that is appropriate to their abilities, interests and career aspirations, taking note of the changes that are being introduced.

The importance of choosing appropriate subjects cannot be overemphasised. It is expected that the subjects that the student chooses for Year 10 will be the subjects that they continue to study throughout Years 11 and 12. Cleveland District State High School operates a three year senior and there are no further subject selection opportunities. Students may change subjects in Year 10, however, this is totally dependent on available vacancies in the destination subject. This applies to all pathways – IBDP, ATAR and Vocational. Subject changes in Years 11 and 12 can only be made in extreme cases as these changes will affect the Queensland Certificate of Education (QCE), the IBDP and the ATAR.

All students should plan on completing Year 12 and graduating with a QCE and an IB Diploma/ATAR/Vocational qualification. Our school offers pathways and subjects that should cater for the needs of all of our students as long as they choose the course of study that is suited to their abilities and interests. There is little value in choosing subjects that are too difficult in the hope that the subject will result in a higher tertiary entrance score. Students gain the most advantage from choosing a pathway and subjects that they can manage academically and find interesting as they will be studying these subjects for three years. Year 9 results should give an indication of both ability and interests.

An information evening has been planned for Wednesday 17 August at 7.30pm in the school hall (Smith Street). The evening will assist Year 9 parents and students with information about pathways, subjects and changes to assessment and tertiary entrance. Members of Administration, Guidance Officers, Heads of Department and subject Teachers will be available on the evening to assist you.

Paul Bancroft
Principal
Senior Schooling at Cleveland District State High School

Students in Years 10, 11 and 12 are considered Senior School students at Cleveland District State High. This important phase of learning prepares students for their futures beyond school. Year 10 is organised as a transition year where students have the opportunity to trial the subject content, processes and assessment methods before committing to the subject for Years 11 and 12. By the time that they are in Year 10, students are at different stages of their learning journeys and need different programs to build on their strengths and work on their weaknesses as they prepare to enter Years 11 and 12.

A three year senior gives students the opportunity to begin to specialise in certain areas of the curriculum and determine their pathway through the Senior School. This approach leads to increased interest and enthusiasm. The more academic students feel challenged by the range of academic subjects offered (Authority subjects and the International Baccalaureate Diploma Programme) while students who decide to follow a vocational pathway feel a renewed sense of success. This approach has proven to be very successful with each Year 10 subject structured as a prerequisite to support and prepare students for the rigours of Years 11 and 12.

Learning Outcomes

The Learning Outcome for all students in Years 10, 11 and 12 is a QCE (or a QCIA for a small number of students in our Special Education Program). All students in Years 11 and 12 undertake a program which maintains their QCE eligibility and this is monitored very carefully throughout the Senior Phase of learning. The requirements of the QCE are set out in this booklet.

In addition to the QCE, students select pathways that will support them to achieve their post-school goals. Our school offers three main pathways through the Senior School – International Baccalaureate Diploma, ATAR (Australian Tertiary Admissions Rank) and Vocational studies.

Senior School Pathways

The Senior School program undertaken depends on the pathway selected by the student:
- International Baccalaureate – six subjects in the specified pattern plus three core areas.
- ATAR – at least five (recommended six) Authority subjects.
- Vocational Pathway – a combination of Authority subjects, Authority Registered (SAS) subjects and Vocational Qualifications (Certificates I, II, III, IV or Diploma) completed at TAFE, with an outside RTO or through a Workplace Traineeship or Apprenticeship. All students choosing this pathway are strongly encouraged to complete a Vocational Qualification.
International Baccalaureate Diploma Programme*

Cleveland District State High School is an IB World School authorised to deliver the International Baccalaureate Diploma Programme (IBDP). The IBDP is an academically challenging pathway through the Senior School that is designed to prepare students for success at university and life beyond. The IBDP has been designed to address the intellectual, social, emotional and physical well-being of students.

The IBDP is recognised by Universities in Australia and throughout the world. Universities, such as the University of Queensland ([https://future-students.uq.edu.au/sites/future-students.uq.edu.au/files/ckfinder/files/InternationalBaccalaureateGuide_web.pdf](https://future-students.uq.edu.au/sites/future-students.uq.edu.au/files/ckfinder/files/InternationalBaccalaureateGuide_web.pdf)) acknowledge the rigour of the IBDP and welcome students who have completed the IBDP. Similar information on academic credits and academic acceleration for IBDP students can be found by searching the website of your chosen University.

The IBDP curriculum is made up of six subject groups and three core areas – Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the extended essay (EE). Students must study one subject from each of the six groups – Studies in Language and Literature, Language Acquisition (French, Japanese or Mandarin), Individuals and Societies, Sciences, Mathematics and The Arts (or an additional Science subject). Through the core, students reflect on the nature of knowledge, complete independent research and undertake projects that often involve community service.

Students considering the IBDP pathway should be achieving a B or higher in every subject, have a positive attitude to study and be prepared to devote considerable time to the community service requirements and the Extended Essay.

*Due to the rigorous nature and unique requirements of the International Baccalaureate Diploma Programme, enrolment into this pathway is by application only. All enquiries regarding this pathway should be directed to Karen Abraham (Year 11 Deputy Principal and IBDP Coordinator) and Robyn Przewloka (Year 12 Deputy Principal and IBDP Coordinator).

ATAR (Australian Tertiary Admissions Rank)

The Queensland Government is in the process of introducing a new senior assessment and tertiary entrance system. This new system will be in place for students entering Year 11 in 2018 – our current Year 9 students. The new system is currently under development and all details have not yet been released. We have a number of staff involved in Subject Forums, External Assessment Trials, School-based Assessment Trials and Marking Training. We are doing everything that we can to stay informed on the progress towards this new system. The following outlines the information that has been released:

- The OP (Overall Position) will be replaced by the ATAR (Australian Tertiary Admissions Rank). The ATAR is used in other states and territories which will simplify interstate University applications for our students. The ATAR is a finer ranking system with a scale between 0.00 and 99.95 with 0.05 increments. The OP consists of 25 bands.
- Students will no longer have to sit the QCS Test. Our 2018 Year 12 students will be the last group to sit the test. Current Year 9 students will not sit the QCS test when they are in Year 12.
The Senior Syllabus documents for all Authority subjects are currently being reviewed by the QCAA. This has led to some subjects being combined and many subjects being reworked and renamed. For example, Home Economics is now known as Food and Nutrition and no longer includes textiles; Graphics and Technology Studies are no longer stand alone subjects and elements of the two have been combined in a new subject currently being called Design; all Mathematics subjects have undergone a rewrite and have new names. We have used the new subject names in this document and you will need to read the subject descriptions carefully before choosing subjects.

Each subject will now have assessments in Year 12 – three school-based assessments and one External assessment. External Assessment will be developed and marked by the QCAA.

Year 12 students studying a tertiary entrance pathway currently complete approximately six or more pieces of assessment for each subject. The new system will significantly decrease the number of assessment pieces completed by students in Year 12 – down from 36+ to 24 pieces for a student studying six Authority subjects.

External assessment will generally contribute 25% towards the final grade. In Mathematics and Science subjects, External assessment will generally contribute 50% towards the final grade.

The methods to be used for External assessment have not yet been released but we are expecting that this will be exams in most cases.

External assessment will be common to all schools and administered under the same conditions, at the same time and on the same day.

ATAR advice for Parents and Students

Year 10 subject selection is more important than ever before. Students will need to take care when choosing their subjects. All things going well, these are the subjects that they will be studying for the next three years.

There is no subject selection process during Year 10. The subjects that students are enrolled in at the end of Year 10 will be their subjects for Years 11 and 12.

Year 10 subjects are designed to prepare students for the demands of the Year 11 and 12 subjects.

Year 11 and 12 units of work increase in complexity over the two years of the subject culminating in four assessments for each subject in Year 12 that will contribute to the ATAR. The ATAR will be based on results in the best five subjects.

Subject changes in Year 11 and 12 will only be able to be made in extreme cases as subject changes will significantly disadvantage students as they will not have the foundation units needed to achieve on the Year 12 assessment. Subject changes from Authority to SAS (subjects that do not contribute to an ATAR) may be approved if students will still be on track to achieve a QCE.

All Authority subjects will have External assessment. If a student is not studying towards an ATAR, they will still need to complete all assessment including the External assessment to achieve a final result in the subject. This should be taken into account when choosing subjects.

For more information on the new assessment and tertiary entrance system, please refer to the following QCAA documents:
Vocational Pathway
The Vocational pathway through the Senior School is designed to give students a more practical program that will lead to TAFE courses, apprenticeships, traineeships and/or paid work following graduation. All students in Year 12 are expected to undertake a program of study that will lead to a QCE. This can be achieved through a combination of Authority subjects, SAS subjects, Vocational qualifications such as Certificates I, II, III, IV or Diplomas. Vocational qualifications can be completed at TAFE, with an outside RTO or through a Workplace Traineeship or School-Based Apprenticeship.

Students selecting a Vocational pathway through the Senior School are expected to enrol in a Certificate course at TAFE or a Workplace Traineeship or School-Based Apprenticeship during Year 11 and 12. Opportunities are regularly advertised to students and it is their responsibility to follow up with our Industry Liaison Officer, Heather Booth. We currently have Year 11 and 12 students studying a range of Vocational qualifications including: Diploma of Business, Certificate IV in Justice Administration, Certificate III in Events, Health Services, Early Childhood Education, Design Fundamentals, Fitness, Business, Certificate II in Logistics, Outdoor Recreation, Automotive, Engineering Pathways, Electrotechnology, Tourism, Hospitality, Hairdressing, Animal Studies, Rural Operations, Retail, Certificate I in Construction and Plumbing.

Students studying a Vocational pathway generally choose SAS subjects, however, students can choose a combination of Authority subjects and SAS subjects. Students choosing Authority subjects need to carefully consider the rigorous nature and assessment requirements of Authority subjects. It should be noted that all Authority subjects now have External Assessment requirements.
Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) awards young people a QCE when they complete the senior phase of learning — usually the end of Year 12. To be awarded a QCE, students need to achieve a significant amount of learning, at a set standard that includes basic requirements in literacy and numeracy.

How does the QCE work?
A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects undertaken while still at school can contribute towards the QCE. Different types of learning contribute different credits. Students must have at least 20 credits at a set standard, and in the required pattern of learning, to be awarded a QCE.

Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority. For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least 20 credits. This reflects an amount of learning that could be reasonably achieved by most young people in the Senior Phase of Learning and is attained by studying school subjects; certificate courses; school based apprenticeships or traineeships; or university subjects while completing Years 11 and 12. Students must also meet the literacy and numeracy requirements.

Planning for a QCE
Students in Year 10 will develop a Senior Education and Training (SET) plan or career plan. The SET plan helps students structure their learning around their abilities, interests and ambitions. It will map out what, where and how a student will study during their senior phase of learning - usually covering Years 10, 11 and 12. The SET plan needs to be agreed to by the student, their parents or carers, and the school. Schools and students will regularly review the SET plan to monitor progress, and can update it at any time.

Awarding a QCE
Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements by the end of Year 12 can continue to work towards their certificate. Students undertaking the IBDP pathway will receive their QCE in the July following Year 12 graduation. IBDP students will be awarded a QCE if they obtain at least a Grade 4 in five of their six subjects.

Government Legislation
The QCE complements the Government’s “learning or earning” legislation which means that every student is required to complete Year 10 and go on to complete a further two years of education, training or employment.

For more information:
For more information on the Queensland Certificate of Education (QCE), please refer to the following QCAA documents:

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Year 9 (2016)</th>
<th>Year 10 (2017), Year 11 (2018) and Year 12 (2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English (core)</td>
<td>English (core) or Essential English (core) or English Extension – Year 12 only</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics (core)</td>
<td>General Mathematics (core) or Mathematical Methods (core) or Essential Mathematics (core) or Specialist Mathematics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Agricultural Science (core) or Science (core) or Agricultural Mechanics or Animal Husbandry or STEM</td>
<td>Biology or Chemistry or Marine Science or Physics or Agricultural Practices</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Geography (core) or History (core) or Ancient History</td>
<td>Ancient History or Geography or Modern History</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Health and Physical Education (core)</td>
<td>Health Education or Physical Education or Recreation</td>
</tr>
<tr>
<td><strong>Business Education</strong></td>
<td>Advanced Technology Studies or Business Computing or Business Studies</td>
<td>Accounting or Business or Economics or Digital Technology or Legal Studies or Business Studies or Information and Communication Technology</td>
</tr>
<tr>
<td><strong>Creative Arts</strong></td>
<td>Dance or Drama or Multimedia Studies or Music or Practical Art or Visual Art</td>
<td>Dance or Drama or Film, Television and New Media or Music or Music Extension (Year 12 only) or Visual Art or Media Arts in Practice or Visual Arts in Practice</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Chinese or French or Japanese</td>
<td>Chinese or French or Japanese</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Food and Design Technology or Graphics or Practical Cookery or Technology Metal or Technology Studies or Technology Wood</td>
<td>Design or Food and Nutrition or Building and Construction Skills or Early Childhood Studies or Engineering Skills or Furnishing Skills or Hospitality Practices or Industrial Graphics Skills</td>
</tr>
</tbody>
</table>
## occupations related to subjects in years 10, 11 and 12

This handout can help you investigate occupations by providing you with a selection of occupational titles that are related to the subjects you may be studying. The following steps are recommended:

1. Identify the subjects you enjoy and in which you have some success.
   - Use this handbook to find the names of occupations that are related to these subjects. You can also refer to [www.education.gov.au/career-bullseye-posters](http://www.education.gov.au/career-bullseye-posters) for Bullseye posters which link school subjects with potential jobs and provides information about the education and training levels required.
   - Gather information about these occupations. Use the [Job Guide](http://www.jobguide.thegoodguides.com.au) or access the information online at [www.myfuture.edu.au](http://www.myfuture.edu.au).
   - Discuss other possibilities with the guidance officer.

Although related to the occupations in this handbook, the subjects are not necessarily prerequisites for them. The following distinctions can be made:

- **Prerequisite** subjects must be taken in Years 11 and 12 for specific tertiary courses and occupations.
- **Recommended** subjects are not essential, but are likely to make future courses easier to succeed in.
- **Useful** subjects are not essential, but give a general background or help develop particular skills.
- **Entry requirements** should be investigated for any courses or occupations that interest you.

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Authority Subjects</th>
<th>SAS Subjects</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>• English</td>
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<td><strong>Mathematics</strong></td>
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<td>• Specialist Mathematics</td>
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<tr>
<td><strong>Science</strong></td>
<td>• Agricultural Science</td>
<td>• Agricultural Practices</td>
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<td>• Chemistry</td>
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<td>• Marine Science</td>
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<td>• Geography</td>
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<td>• Modern History</td>
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<td>• Physical Education</td>
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<td><strong>Business Education</strong></td>
<td>• Accounting</td>
<td>• Business Studies</td>
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<td>• Business</td>
<td>• Information and Communication</td>
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<td>• Economics</td>
<td>Technology</td>
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<td>• Digital Technology</td>
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<td>• Legal Studies</td>
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<td><strong>Creative Arts</strong></td>
<td>• Dance</td>
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<td>• Drama</td>
<td>• Visual Arts in Practice</td>
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<td>• Film, Television and New Media</td>
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<td>• Music</td>
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<td></td>
<td>• Music Extension (Year 12 only)</td>
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<tr>
<td></td>
<td>• Visual Art</td>
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<tr>
<td><strong>Languages</strong></td>
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<td>• Japanese</td>
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<tr>
<td><strong>Technology</strong></td>
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<td>• Building and Construction Skills</td>
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<td>• Food and Nutrition</td>
<td>• Early Childhood Studies</td>
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<td>• Engineering Skills</td>
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<td>• Furnishing Skills</td>
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<td>• Hospitality Practices</td>
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<td></td>
<td></td>
<td>• Industrial Graphics Skills</td>
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<tr>
<td>English</td>
<td>French, Japanese and Chinese</td>
<td>Social Sciences</td>
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<tr>
<td>Actor</td>
<td>Airline passenger officer</td>
<td>Archaeologist</td>
</tr>
<tr>
<td>Announcer</td>
<td>Announcer</td>
<td>Cartographer</td>
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<tr>
<td>Archivist</td>
<td>Anthropologist</td>
<td>Community worker</td>
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<tr>
<td>Barrister</td>
<td>Australian Federal police officer</td>
<td>Criminologist</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Customs officer</td>
<td>Cultural heritage officer</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Diplomatic officer</td>
<td>Employee relations officer</td>
</tr>
<tr>
<td>Editor</td>
<td>Exporter/importer</td>
<td>Geographer</td>
</tr>
<tr>
<td>Events coordinator</td>
<td>Foreign affairs and trade officer</td>
<td>Guide dog instructor</td>
</tr>
<tr>
<td>Film, stage and television director</td>
<td>Flight attendant</td>
<td>Historian</td>
</tr>
<tr>
<td>Journalist</td>
<td>Hotel/motel front office clerk</td>
<td>Home care worker</td>
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<tr>
<td>Lawyer</td>
<td>International/overseas officer</td>
<td>Market researcher</td>
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<tr>
<td>Librarian</td>
<td>Interpreter</td>
<td>Museum curator</td>
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<tr>
<td>Publisher</td>
<td>Journalist</td>
<td>Police officer</td>
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<tr>
<td>Proofreader</td>
<td>Marketing officer</td>
<td>Psychologist</td>
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<td>Public relations officer</td>
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<td>Public relations officer</td>
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<td>Speech pathologist</td>
<td>Teacher – LOTE</td>
<td>Rehabilitation counsellor</td>
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<tr>
<td>Stage manager</td>
<td>Tourism manager</td>
<td>Residential care worker</td>
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<tr>
<td>Teacher – secondary English</td>
<td>Tour guide</td>
<td>Social worker</td>
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<td>Teacher – English as a second language</td>
<td>Translator</td>
<td>Town planner</td>
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<tr>
<td>University lecturer</td>
<td>Travel consultant</td>
<td>Welfare worker</td>
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<tr>
<td>Writer</td>
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<td>Youth worker</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
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<tr>
<td>Architectural drafter</td>
<td>Beauty therapist</td>
<td>Accountant</td>
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<tr>
<td>Business systems analyst</td>
<td>Cook/chef</td>
<td>Auctioneer</td>
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<tr>
<td>Computer tester</td>
<td>Dressmaker</td>
<td>Bank/building society/credit union officer</td>
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<tr>
<td>Computer systems engineer</td>
<td>Events coordinator</td>
<td>Court and Hansard reporter</td>
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<tr>
<td>Computer hardware service technician</td>
<td>Flight attendant</td>
<td>Court registrar</td>
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<td>Computer systems auditor</td>
<td>Florist</td>
<td>Economist</td>
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<td>Data processing operator</td>
<td>Food technologist</td>
<td>Health information manager</td>
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<td>Database administrator</td>
<td>Functions coordinator</td>
<td>Hospital administrator</td>
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<tr>
<td>Desktop publisher</td>
<td>Gaming worker</td>
<td>Human resources officer</td>
</tr>
<tr>
<td>Help desk operator</td>
<td>Hairdresser</td>
<td>Insurance officer</td>
</tr>
<tr>
<td>Multimedia developer</td>
<td>Home care worker</td>
<td>Lawyer – barrister; solicitor</td>
</tr>
<tr>
<td>Programmer</td>
<td>Home economist</td>
<td>Legal practitioner</td>
</tr>
<tr>
<td>Software designer</td>
<td>Hospital food service manager</td>
<td>Legal secretary</td>
</tr>
<tr>
<td>Software engineer</td>
<td>Hotel/motel front office clerk</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Systems architect</td>
<td>Kitchen hand</td>
<td>Merchant banker</td>
</tr>
<tr>
<td>Systems designer</td>
<td>Nanny</td>
<td>Purchasing officer</td>
</tr>
<tr>
<td>Training officer</td>
<td>Retail buyer</td>
<td>Real estate salesperson</td>
</tr>
<tr>
<td>Technical writer</td>
<td>Tour guide</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Telecommunications engineer</td>
<td>Tourist information officer</td>
<td>Records manager</td>
</tr>
<tr>
<td>Web developer</td>
<td>Waiter/food and beverage attendant</td>
<td>Sales assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretary</td>
</tr>
<tr>
<td><strong>Agricultural Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural and resource economist</td>
<td>Accountant</td>
<td>Architectural drafter</td>
</tr>
<tr>
<td>Agricultural scientist</td>
<td>Actuary</td>
<td>Aircraft maintenance engineer</td>
</tr>
<tr>
<td>Animal attendant</td>
<td>Analyst (information technology)</td>
<td>Automotive electrician</td>
</tr>
<tr>
<td>Botanist</td>
<td>Bank/building society/credit union officer</td>
<td>Boilermaker/welder</td>
</tr>
<tr>
<td>Bushland regenerator</td>
<td>Credit and loans officer</td>
<td>Building contractor</td>
</tr>
<tr>
<td>Environmental engineer</td>
<td>Costing officer</td>
<td>Cabinetmaker</td>
</tr>
<tr>
<td>Farmer/farm manager</td>
<td>Economist</td>
<td>Engineering tradesperson – electrical Fitter</td>
</tr>
<tr>
<td>Fisheries officer</td>
<td>Financial planner</td>
<td>Furniture Polisher</td>
</tr>
<tr>
<td>Forester</td>
<td>Geographic information systems officer</td>
<td>Glazier</td>
</tr>
<tr>
<td>Gardener</td>
<td>Inventory and supply officer</td>
<td>Heavy vehicle motor mechanic</td>
</tr>
<tr>
<td>Horticultural technical officer</td>
<td>Market researcher</td>
<td>Industrial designer</td>
</tr>
<tr>
<td>Jackaroo/Jillaroo</td>
<td>Mathematician</td>
<td>Locksmith</td>
</tr>
<tr>
<td>Landscape gardener</td>
<td>Physician</td>
<td>Metal machinist</td>
</tr>
<tr>
<td>Pest and weed controller</td>
<td>Programmer (information technology)</td>
<td>Panel beater</td>
</tr>
<tr>
<td>Stablehand</td>
<td>Purchasing officer</td>
<td>Plummer</td>
</tr>
<tr>
<td>Stock and station agent</td>
<td>Quantity surveyor</td>
<td>Shipwright</td>
</tr>
<tr>
<td>Sugar cane analyst</td>
<td>Statistician</td>
<td>Soft furnishing maker</td>
</tr>
<tr>
<td>Timber/forest products worker</td>
<td>Teacher</td>
<td>Tiler – roof; wall and floor</td>
</tr>
<tr>
<td>Veterinary nurse</td>
<td>University lecturer</td>
<td></td>
</tr>
<tr>
<td>Wool classer</td>
<td>Valuer</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Biological and Environmental Sciences</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Astronomer</td>
<td>Agricultural scientist</td>
<td>Ambulance officer</td>
</tr>
<tr>
<td>Chemical scientist</td>
<td>Agricultural technical officer</td>
<td>Audiologist</td>
</tr>
<tr>
<td>Chemical plant operator</td>
<td>Biochemist</td>
<td>Cardiac technologist</td>
</tr>
<tr>
<td>Chemist</td>
<td>Biotechnologist</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Engineering – Aerospace, Biomedical, Chemical, Civil, Electrical, Electronic, Industrial, Marine, Mechatronic, Mechanical, Minerals processing, Mining, Materials processing, Telecommunications Engineering associate (mechanical)</td>
<td>Botanist</td>
<td>Dental hygienist</td>
</tr>
<tr>
<td>Geologist</td>
<td>Conservator</td>
<td>Dental therapist</td>
</tr>
<tr>
<td>Geophysicist</td>
<td>Environmental scientist</td>
<td>Dentist</td>
</tr>
<tr>
<td>Geoscience technician</td>
<td>Fisheries officer</td>
<td>Dietician/nutritionist</td>
</tr>
<tr>
<td>Metallurgist</td>
<td>Forensic scientist</td>
<td>Medical practitioner</td>
</tr>
<tr>
<td>Metallurgical technician</td>
<td>Forest technical officer</td>
<td>Medical imaging technologist</td>
</tr>
<tr>
<td>Meteorologist</td>
<td>Geologist</td>
<td>Medical scientist</td>
</tr>
<tr>
<td>Naval architect</td>
<td>Geoscience technician</td>
<td>Naturopath</td>
</tr>
<tr>
<td>Patent examiner</td>
<td>Horticultural scientist</td>
<td>Nurse - enrolled</td>
</tr>
<tr>
<td>Pilot</td>
<td>Hydrographer</td>
<td>Nurse – registered</td>
</tr>
<tr>
<td>Quality assurance inspector</td>
<td>Marine biologist</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>Sound technician</td>
<td>Marine scientist</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Meteorologist</td>
<td>Orthoptist</td>
</tr>
<tr>
<td>Surveying technician</td>
<td>Microbiologist</td>
<td>Pharmacist</td>
</tr>
<tr>
<td></td>
<td>Natural resource manager</td>
<td>Physiotherapist</td>
</tr>
<tr>
<td></td>
<td>Park ranger</td>
<td>Podiatrist</td>
</tr>
<tr>
<td></td>
<td>Primary products inspector</td>
<td>Prosthetic technician</td>
</tr>
<tr>
<td></td>
<td>Sugar cane analyst</td>
<td>Psychologist</td>
</tr>
<tr>
<td></td>
<td>Veterinarian</td>
<td>Radiation therapist</td>
</tr>
<tr>
<td></td>
<td>Zoologist</td>
<td></td>
</tr>
<tr>
<td>Creative and Performing Arts</td>
<td>Health and Physical Education</td>
<td>My Notes</td>
</tr>
<tr>
<td>Actor</td>
<td>Ambulance officer</td>
<td></td>
</tr>
<tr>
<td>Artist</td>
<td>Diver</td>
<td></td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Environmental health officer</td>
<td></td>
</tr>
<tr>
<td>Beauty therapist</td>
<td>Ergonomist</td>
<td></td>
</tr>
<tr>
<td>Camera operator – film; television; video</td>
<td>Fitness instructor</td>
<td></td>
</tr>
<tr>
<td>Conservator</td>
<td>Health promotion officer</td>
<td></td>
</tr>
<tr>
<td>Crafts person</td>
<td>Lifeguard</td>
<td></td>
</tr>
<tr>
<td>Dancer</td>
<td>Massage therapist</td>
<td></td>
</tr>
<tr>
<td>Film and television lighting operator</td>
<td>Naturopath</td>
<td></td>
</tr>
<tr>
<td>Film, stage and television director</td>
<td>Nutritionist/dietitian</td>
<td></td>
</tr>
<tr>
<td>Fashion designer Graphic designer</td>
<td>Occupational health and safety officer</td>
<td></td>
</tr>
<tr>
<td>Interior designer</td>
<td>Occupational therapist</td>
<td></td>
</tr>
<tr>
<td>Jeweller</td>
<td>Physiotherapist</td>
<td></td>
</tr>
<tr>
<td>Musician</td>
<td>Recreation officer</td>
<td></td>
</tr>
<tr>
<td>Milliner</td>
<td>Sports administrator</td>
<td></td>
</tr>
<tr>
<td>Make-up artist</td>
<td>Sports coach</td>
<td></td>
</tr>
<tr>
<td>Model</td>
<td>Sports commentator</td>
<td></td>
</tr>
<tr>
<td>Multimedia technician</td>
<td>Sports development officer</td>
<td></td>
</tr>
<tr>
<td>Music therapist</td>
<td>Sports medicine practitioner</td>
<td></td>
</tr>
<tr>
<td>Musical instrument maker</td>
<td>Podiatrist</td>
<td></td>
</tr>
<tr>
<td>Set designer</td>
<td>Sport psychologist</td>
<td></td>
</tr>
<tr>
<td>Sound technician</td>
<td>Sports trainer</td>
<td></td>
</tr>
<tr>
<td>Stage manager</td>
<td>Sportsperson</td>
<td></td>
</tr>
<tr>
<td>Visual merchandiser</td>
<td>Teacher – health and physical education</td>
<td></td>
</tr>
</tbody>
</table>

**Useful Websites**

  Describes over 500 occupations and their education and training requirements.

- [www.myfuture.edu.au](http://www.myfuture.edu.au)
  An online career service designed to help you to explore and plan your career.

- [www.abc.net.au/acedayjobs](http://www.abc.net.au/acedayjobs)
  Includes online videos about Australians working in jobs they are passionate about.

- [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)
  Learn about Australian Apprenticeships and the benefits of combining paid work with structured training.

  Features information on nationally recognised vocational education and training options.

  Information about Australian Government assistance for financing tertiary study.

  Provides information about employment and career opportunities for graduates.
## Prerequisites for Subjects in Years 10, 11 and 12

<table>
<thead>
<tr>
<th>Authority Subjects</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Minimum C in English and C in Mathematics</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>Minimum C in English and C in Science or Agricultural Science</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Minimum C in English and C in History</td>
</tr>
<tr>
<td>Biology</td>
<td>Minimum C in English and C in Science or Agricultural Science</td>
</tr>
<tr>
<td>Business</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Minimum B in Science and B in Mathematics</td>
</tr>
<tr>
<td>Chinese</td>
<td>Minimum C in Chinese</td>
</tr>
<tr>
<td>Dance</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Design</td>
<td>Minimum C in English or C in Technology Studies or C in Graphics or C in STEM</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Minimum C in English and B in Mathematics and B in ATS</td>
</tr>
<tr>
<td>Drama</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Economics</td>
<td>Minimum C in English and C in Mathematics</td>
</tr>
<tr>
<td>English</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>English Extension – (Literature) Year 12 only</td>
<td>Minimum B in Year 11 English</td>
</tr>
<tr>
<td>Film, Television &amp; New Media</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>French</td>
<td>Minimum C in French</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Minimum C in Mathematics</td>
</tr>
<tr>
<td>Geography</td>
<td>Minimum C in English and C in Geography</td>
</tr>
<tr>
<td>Health Education</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Japanese</td>
<td>Minimum C in Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Minimum C in English</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Minimum C in English and C in Science</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Minimum B in Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>Minimum C in English and C in History</td>
</tr>
<tr>
<td>Music</td>
<td>Minimum C in English and learning a musical instrument (including voice)</td>
</tr>
<tr>
<td>Music Extension – Year 12 only</td>
<td>Minimum B in Year 11 Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Minimum C in English and HPE</td>
</tr>
<tr>
<td>Physics</td>
<td>Minimum B in Mathematics and B in Science</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Minimum A in Mathematics</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Minimum C in English and C in Art</td>
</tr>
<tr>
<td>SAS Subjects</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Agricultural Practices</td>
<td>Recommended C in Agricultural Science</td>
</tr>
<tr>
<td>Building and Construction Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Early Childhood Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Engineering Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Essential English</td>
<td>Nil</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td>Nil</td>
</tr>
<tr>
<td>Furnishing Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Hospitality Practices</td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Graphics Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>Nil</td>
</tr>
<tr>
<td>Media Arts in Practice</td>
<td>Recommended C in Media Studies</td>
</tr>
<tr>
<td>Recreation (Soccer or General)</td>
<td>Minimum C in HPE</td>
</tr>
<tr>
<td>Visual Art in Practice</td>
<td>Recommended C in Art</td>
</tr>
</tbody>
</table>
Authority Subjects

(ATAR pathway students need to choose at least five, recommended six, Authority subjects)
Accounting

Aims
As a subject, Accounting promotes the development of numeracy, communication skills and logical reasoning. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment.

Accounting aims to develop a knowledge of accounting, financial literacy and related technical skills. Students learn how to guide financial activities in the world of business and also develop skills in the use of computer software used in business.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Core Studies 1</td>
<td>• Principles of Double Entry</td>
<td>• Accrual Accounting</td>
</tr>
<tr>
<td>• Personal Finance</td>
<td>• Accounting</td>
<td>• Analysis and Interpretation of Financial Reports</td>
</tr>
<tr>
<td>• The Accounting Process</td>
<td>• Control of Cash and Credit</td>
<td>• Personal Finance and Investing</td>
</tr>
<tr>
<td>• Core Studies 2</td>
<td>• Budgeting</td>
<td>• Accounting Package – MYOB</td>
</tr>
<tr>
<td>• Accounting for Cash</td>
<td>• Financial Reports</td>
<td></td>
</tr>
<tr>
<td>• Internal Controls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 Mathematics. Students must maintain a “C” in Year 10 English and Year 10 Mathematics. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Lynn Finnimore) before their subject enrolment can be accepted.

Assessment / Workload
It is important that work set for homework is completed prior to the following lesson as the structure of this subject is based on work learned daily. It is a subject which requires constant effort and a commitment to learning. A variety of assessment techniques are used to judge student achievement, these include exams, response to stimulus materials, assignments and computer applications. The formative components of the subject are in Years 10 and 11 while in Year 12 all assessment is summative.

Possible Careers
- Accountancy
- Advertising
- Economics
- Forensic Accounting
- Human Resources
- International Business
- Marketing
Agricultural Science

Aims
Students will acquire knowledge of a range of scientific principles that develop field work and experimental skills. Students will undertake various practical activities and experiments with a range of plants and animals.

The study of Agricultural Science develops students’ ability to plan organise, interpret, analyse, synthesize and evaluate information from a range of sources to solve problems. Students also develop their literacy skills through effective communication.

Areas of Study
There are three Areas of Study
• Plant and soil Science
• Animal Science
• Agribusiness

Sustainable resource management factors underpin all three Areas of Study and will be evident in each unit of work.

Special Subject Advice
Students enrolled in this subject require a laptop.

The course of Agricultural Science assumes that students have minimal knowledge or experience of agriculture. Classroom lessons and field work in the form of lab investigations, plant and animal trials and field surveys are essential components of Agricultural Science. It is through these field based learning experiences that students will develop their knowledge, investigation and analysis, and evaluation and communication skills.

Prerequisites
Students must have achieved a C standard in either Year 9 Science or Agricultural Science as well as a C standard in Year 9 English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Melinda Kingaby) before their subject enrolment can be accepted.

Assessment
Students are required to demonstrate their abilities in all the three dimensions: Knowledge and understand, Investigation and analysis, Evaluation and communicate. A range of assessment techniques are used: Extended Agricultural Investigations and Extended Written Tasks, which are based on field trials, laboratory reports and in-class theory and Formal Testing.

Students may be required to attend a maximum of one excursion each semester which involve extra costs.

Career Links
Students pursuing this subject may choose to seek a career in the following fields: Agriculture, Horticulture, Agronomy, Food technology, Aquaculture, Veterinary science, Equine science, Biotechnology, Environmental management, Business, Marketing, Agricultural Economics, Agricultural education research and development.

Risk Statement
Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Ancient History

Students studying Ancient History will acquire knowledge in ancient civilisations, systems of government and cultural and religious practices. Through the study of history, it is anticipated that students may become, “more knowledgeable, effective, constructive and committed participants in personal, professional and civic life” (QCAA, 2004).

**Aims**

Ancient History will expose students to the varied civilisations of the ancient world which have had a profound influence on the development of our western civilisation. The course will help students develop their own personal identity by exposing them to the wide range of experiences and people of a different time and place.

In addition, Ancient History supports student to develop an understanding of the process of continuity and change within human affairs and developments. Importantly, Ancient History will also develop the vital skills of critical thinking, analysis of evidence, detection of bias, clear communication and the ability to make valid judgements.

**Areas of Study**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• History Mysteries (Archaeology)</td>
<td>• Studies of Archaeology (scientific techniques and human remains)</td>
<td>• Changing practices in Greek World (focus on government)</td>
</tr>
<tr>
<td>• Murder, Mayhem and Mystery (Aztecs and Incas)</td>
<td>• Pharaonic Power in Egypt (Archaic Egypt, old kingdom and power of the Pharaoh)</td>
<td>• Political centrism in Rome (Rise of Rome and Augustus)</td>
</tr>
<tr>
<td>• Gods of the Ancient World</td>
<td></td>
<td>• Europe in transition (Breakdown of Rome and the middle ages)</td>
</tr>
<tr>
<td>• Frozen in Time (Pompeii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personalities of the Ancient World</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Special Subject Advice**

Students enrolled in this subject require a laptop.

Students will be required to engage in extensive reading, writing and research based tasks.

**Prerequisites**

Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 History. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Meggin Bahr) before their subject enrolment can be accepted.

**Assessment/Workload**

It is important that work set for homework is completed prior to the following lesson, this allows class time and your learning to be maximised. Assessment includes research tasks, presentations and exams. History is taught through inquiry, therefore you must be prepared to think critically and engage in all class activities.

**Possible Careers**

- Historian
- Journalism
- Teaching
- Politics
- Research Officer
- Foreign Affairs
- Librarian
Biology

Aim
Students will acquire knowledge of a range of Biological principles, develop laboratory skills and undertake various practical activities and field studies.

Areas of Study
- Cell Biology
- Genetics
- Plant Science
- Disease and Society
- Ecology
- Field studies and Experimental techniques

Students will develop study skills and background knowledge of:
- Cell structure and function
- Human anatomy and physiology
- Disease and the body immune response
- Genetics and evolution: patterns of inheritance
- Ecology and environmental studies
- Report writing, field studies and experimental design

Special Subject Advice
Students enrolled in this subject require a laptop.

Students will require a scientific calculator and USB data stick. Subject specific booklets will be provided along with access to reference and online materials.

This subject includes a compulsory field work component which is addressed through a range of excursions and/or camps. These activities will incur additional costs.

Prerequisites
Students must have achieved a C standard in either Year 9 Science or Agricultural Science as well as a C standard in Year 9 English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Melinda Kingaby) before their subject enrolment can be accepted.

Career Links
Students pursuing this subject may choose to seek a career such as:
- Scientist
- Marine Biologist
- Environmental Scientist
- Horticulturalist
- Veterinarian
- Forestry Ranger
- Laboratory technician Nurse
- Fitness instructor
- Physiotherapist
- Psychologist
- Forensic Scientist
- Pathologist
- Teaching
- Zoo Keeper
- Health & Safety Officer

Risk Statement
Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates), to conduct fieldwork, and to handle biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Business

Aims
In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies.

Business Communication and Technologies requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to suitable venues and communicating using a variety of modes.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business Communication</td>
<td>• Business Environments</td>
<td>• Organisation and Work Teams</td>
</tr>
<tr>
<td>• Business Environmental Practices</td>
<td>• Managing People</td>
<td>• Events Administration</td>
</tr>
<tr>
<td>• Create and Design a Business Identity</td>
<td>• International Business</td>
<td>• Social Media</td>
</tr>
<tr>
<td>• Animoto/Spreadsheeting/Database</td>
<td>• Workplace Health, Safety and Sustainability</td>
<td>• Industrial Relations</td>
</tr>
<tr>
<td>• International Business</td>
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</tr>
</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
Students wishing to study this subject must achieve at least a “C” in Year 9 English. Students must maintain this “C” in Year 10 English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Lynn Finnimore) before their subject enrolment can be accepted.

Assessment/Workload
A variety of assessment techniques are used to judge student achievement, these will include written responses, research assignments and non-written presentations. The formative components of the subject are in Years 10 and 11 while in Year 12 all assessment is summative. It is important that work set for homework is completed prior to the following lesson as the structure of this subject is based on work learned daily.

Possible Careers
• Events Management
• Hotel Management
• Human Resources
• Marketing
• Public Relations
• Teaching
• Travel Consultant
• Receptionist
Chemistry

Aim
Chemistry students will be provided with an introduction to the fields of the traditional Science of Chemistry through the study and exploration of real-world topics. Students will acquire knowledge of scientific principles and practices by participating in classroom and laboratory activities and assessment which includes designing experiments, extended periods of experimentation, research and supervised assessment.

Areas of Study
• Atoms and Chemical Reactions
• Water and its properties
• Redox Reactions
• Fuels and Polymers

Students will develop study skills and background knowledge of:
• Measurement, report writing and experimental design
• Structure and materials
• Periodic Table
• Quantitative and qualitative analysis
• Corrosion of metals and its implication on society
• Types of fuels and their sources
• Plastics.

Assessment Techniques
• Extended experimental investigation
• Extended response task
• Written task

Special Subject Advice
Students enrolled in this subject require a laptop.

Students enrolled in this subject require a scientific calculator and USB data stick. Subject specific booklets will be provided along with access to reference materials via libraries or on-line.

Students have an opportunity to compete in competitions such as the RACI titration and Rio-Tinto Big Science competitions. There are additional costs associated with these activities.

Prerequisites
Students must have achieved at least a B standard in Year 9 Science and Year 9 Mathematics. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Melinda Kingaby) before their subject enrolment can be accepted.

Career Links
Students undertaking this subject may choose to pursue careers in fields such as:
Biomedical science; Pharmaceuticals; Engineering; Mining; Forensics; Veterinarian; University Applied Sciences; Medicine and health sciences; Architecture and design; Aviation and aerospace; Emergency services; Health & safety; Defence Force Officer; Radiology.

Risk Statement
Guardians of students participating in this subject should be aware that this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle corrosive materials under teacher supervision.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of injury occurring.
Chinese

There are many benefits to be gained by studying Chinese. The chances of entering your selected university course may be enhanced, career prospects both national and international are widened and knowledge of English continues to be strengthened. The rise of China has profound impacts on how Australia plays her role in the Asia Pacific region. To study Chinese is to prepare you for future leading roles in national and international organisations.

Aims
By the end of Year 12, a student should have developed increased competence in the following language skills:

a) to understand simple oral communication in Chinese
b) to express in Chinese about ideas relevant to learned experience
c) to read Chinese with comprehension and enjoyment both known and new material
d) to write letters, free compositions, dialogues in Chinese relevant to topics covered.

Areas of Study
The course involves work in each of the four macro skills (listening, speaking, reading and writing), with an equal weighting of 25% for each skill. The emphasis of the content focuses on a functional/communicative approach using as much authentic material as practical and possible. By Year 12, students are expected to recognise 700 Chinese symbols and write 500 Chinese symbols.

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisite
Students must have studied Chinese to Year 9 level or its equivalent and have achieved at least a “C” Level of Achievement to consider continuing language studies. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Kylie Venamore) before their subject enrolment can be accepted. Chinese classes in Years 11 and 12 may be taught as a combined class if numbers are not sufficient to have two separate classes.

Assessment/Workload
Chinese is a subject that requires constant effort and a commitment to learning. Students should do a minimum of 20 minutes homework and revision each night to maintain their standard. Assessment includes each macro skill being tested at least once each semester. There are no assignments for Chinese in Year 11 and 12.

School of Distance Education
If students are unable to study Chinese due to a timetable clash with other subjects they can pursue their Chinese studies through the School of Distance Education. Where this can be arranged, tutorial assistance will be available from the school. NB: Any student studying languages through Distance Education will have to pay costs associated with enrolment for Distance Education.

Tertiary Institution Special Admissions Schemes
Some tertiary institutions offer special admissions schemes which give Year 12 students bonus ranks. This can assist some applicants to get into tertiary courses by increasing their chances of being made an offer. Year 12 applicants receive bonus ranks if they have passed specific Senior subjects. These subjects include, Specialist Mathematics; a language other than English; specific science subjects; selected tertiary study completed whilst at school; and in some cases the International Baccalaureate. Year 12 subject bonuses are added to the applicant’s rank. Subject bonuses are not added to any extra qualification the applicant may have; for example, a Certificate III. It is important to note that not all tertiary institutions offer Year 12 subject bonus schemes. Also, for those institutions which offer a subject bonus scheme, it does not necessarily apply to all courses offered by the institution. When selecting Senior subjects it is recommended that students do not select Specialist Mathematics, a language or specific science subjects just to receive a bonus rank as not all institutions offer Year 12 subject bonus schemes and there are restrictions to which courses the scheme applies. For further information about Year 12 subject bonus schemes it is recommended you refer to the institution’s website.
Dance

Aim
Senior Dance aims to build confidence, communication through movement and specific dance skills appropriate to a variety of dance styles. Dance provides interested students with the opportunity to learn about themselves, others, and their cultural background within a safe and enjoyable environment. Dance attempts to widen students understanding through research, observation, choreography, development and performing. The study of this subject focuses on the development of dance through history, and on how dance reflects and enriches our lifestyles, enabling students to increase their self-awareness and confidence.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Elements of Jazz</td>
<td>• Framework Construction and Passion – Popular Dance, Jazz and Tap</td>
<td>• Home-Grown Fusion (Contemporary Dance focus while blending other genres of Dance, Technology and Drama)</td>
</tr>
<tr>
<td>• Ballet technique and foundations</td>
<td>• Power and Empowerment – Ballet and contemporary</td>
<td>• Re-examining contemporary dance (Post Modernism)</td>
</tr>
<tr>
<td>• Fundamentals of Contemporary Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Popular Dance and Hip Hop</td>
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</tr>
</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Although students do not need to have any experience in Dance, they should be interested in the subject and be committed to learning. Dance is a physical subject involving almost 70% practical work. Students choosing dance should consider the physical commitment involved; there needs to be a high level of self-motivation and the ability to work in groups and individually. Although much of the work will be completed in class, students will need to spend their own time in extra rehearsals.

Prerequisites
While it is an advantage to have completed Year 9 Dance, it is not a requirement for choosing Senior Dance (there is no audition process). It is recommended students have a sound level of achievement in English.

Assessment
Students will be individually assessed equally over the three areas of: Choreography, Performance and Appreciation.

Associated Costs
Students will be given the opportunity to attend live dance performances. These excursions cost approximately $25.00 each (transportation included). Viewing these performances allows students to experience and observe professional dance artists.

Risk Statement
As this is a practical and creative subject, students will require a high degree of control and coordination. There is potential for injury during sessions when students are exploring movement and creating a dance.
Design (incorporating Graphics)

Aims
Design aims to provide the opportunity for students to: 1) identify and understand a problem or need, 2) select appropriate resources and strategies that may solve that problem and 3) implement a plan and evaluate the outcomes. It investigates the nature and functions of available resources through the application of inquiry, design and problem solving methodologies. Students graphically communicate solutions using industry conventions and produce a physical outcomes from their own drawings.

A course of study in Design (incorporating Graphics) can establish a basis for further education and employment in the fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.

Areas of Study
All units of work are based around responding to a design problem. In doing this, students work in the three areas of study being, Exploring design problems, Developing ideas and Producing products.

Associated Subject Costs
Due to the wide range of solutions that students may design for a given problem, at times it may be necessary for students to supply their own materials or equipment. The school provides basic materials for wood, metal and plastic. Students are welcome to purchase their own materials if that suits their solution, or, design within the materials offered by the school.

Special Subject Advice
Students enrolled in this subject require a laptop that meets the minimum specifications for Autodesk and Adobe products.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school.

Prerequisites
Students must have achieved a minimum “C” rating in any of the following subjects: Year 9 English, Year 9 Technology Studies, Year 9 Graphics, Year 9 Science Technology Engineering and Mathematics (STEM) to enter the course. Due to the subject’s in-depth investigation, ideation, and justification stages, Design (incorporating Graphics) is recommended only for students who can maintain a high standard of folio work as well as practical work. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (James Elcock) before their subject enrolment can be accepted.

Workload/assessment
Assessment will mainly be in the form of design folios. These document the design process used to realise the practical or graphical outcomes of each student’s design. Students also undertake in-depth investigative reports associated with projects. Design (incorporating Graphics) students are assessed in three criteria; Analysing design problems, Applying design factors and communicating, Synthesising and evaluating designs.

Risk Statement
As this subject involves practical elements, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.
Digital Technology

Aims
Digital Technology is a course of study that aims to provide students with the opportunity to use computational thinking to solve problems and develop solutions.

Students will be encouraged to engage in a number of vital skills required for the 21st century including analytical thinking, problem-solving, innovation, as well as being productive users of technology.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Software Design and Programming</td>
<td>• Algorithms</td>
<td>• Relational Information Systems</td>
</tr>
<tr>
<td>• Social and Ethical Issues</td>
<td>• Client Relationships</td>
<td>• Social and Ethical Issues</td>
</tr>
<tr>
<td>• Human-Technology Interaction</td>
<td>• Human-Computer Interaction</td>
<td>• Software Programming</td>
</tr>
<tr>
<td></td>
<td>• Problem-Solving Processes</td>
<td>• Structured Query Language</td>
</tr>
<tr>
<td></td>
<td>• Project Management</td>
<td>• Theory and Techniques</td>
</tr>
</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Consideration must be given to the demanding nature of this subject. Those students interested in learning only computer applications such as graphic design and website design should choose Information and Communications Technology (ICT) not IPT.

With a strong focus on problem solving, Digital Technology is suited to students who enjoy, or who show ability for, a structured approach to problem solving. The course will allow students to design, develop and evaluate solutions using computers.

Prerequisites
Students wishing to study this subject must achieve at least a “B” in Year 9 Mathematics, “C” in Year 9 English and a “B” in Year 9 Advanced Technical Studies (ATS) or be able to demonstrate knowledge and skills equivalent to Year 9 ATS. Students must retain a “B” in General Mathematics or Mathematical Methods and a “C” in English in Year 10 and achieve a “B” in Year 10 Digital Technology or be able to demonstrate knowledge and skills equivalent to Year 10 Digital Technology. If a student does not meet the prerequisites and still wishes to study this subject, they will need the permission of the Head of Department (Lynn Finnimore) before their subject enrolment can be accepted.

Assessment/Workload
Students will be assessed using exams, assignments and project work.

Possible Careers
• Software Engineer
• Game Developer
• Systems Architect
• Programmer
• Systems/Business Analyst
• Data Scientist
Drama

Aims
Drama enables students to explore their own identity and to communicate ideas, concepts and feelings to others. It enables them to assess their place in the world and to approach the subject on an intellectual and emotional basis. The use of relevant text introduces students to the thoughts and experiences of others. Working through the elements of drama allows students (in the dimensions of forming, presenting and responding) to create meaning for themselves.

Drama is a means by which students learn social skills in working and co-operating with others. Language development is also enhanced by the emphasis on practical communication. Drama provides students with the opportunity to define and test their own value system in a safe, supportive environment.

Areas of Study
The course can be divided into the following areas:
- Forming - making drama
- Presenting - performing the work of others
- Responding - analysis and evaluation of the drama of others.

Students study a range of dramatic styles from traditional and contemporary genres. Over the course of study, students will work with scripted drama as well as writing and creating their own texts.

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
While it is not necessary for students to have studied Year 9 Drama, this is an advantage. Students wishing to study this subject must achieve at least a “C” in English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Jackie Yarwood).

Associated Subject Costs / Excursions
Students must see a minimum two live theatre performances per year; these are a compulsory part of the Drama syllabus. Opportunities for students to view live performances occur throughout the year and prices range from $25.00 for in school Arts Council performances to $45.00 for shows at QPAC.

Assessment/Workload
Assessment is continuous and involves performance work individually and in small groups. Written assignment work generally involves a critical response to a performance by others.

Risk Statement
As this is a practical and creative subject, students will use various theatre props, staging, sound and lighting equipment.
Economics

Aims
The study of Economics fosters problem-solving, decision-making and analytical skills. It is a study of how to use scarce resources in the best way possible. Students will gain an understanding of important issues such as unemployment, inflation and globalisation, learn about competition and business strategy and gain skills to analyse the impact of decisions made by governments, firms and individuals.

The extensive media coverage of economic problems and events has, in recent years, highlighted the need for increased community awareness of the economic environment in which we live and the economic forces that act upon our lives. This increased media focus has fostered a growing public perception of the impact of economic decision making and the relevance of studying economics.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Economics</td>
<td>• Markets and Models</td>
<td>• Distribution of Income and Wealth</td>
</tr>
<tr>
<td>• The Share Market</td>
<td>• Environmental Economics</td>
<td>• Contemporary Macro-Economic Management</td>
</tr>
<tr>
<td>• Personal Economics</td>
<td>• Contemporary Micro-Economic Issues</td>
<td>• International Economics</td>
</tr>
<tr>
<td>• Population</td>
<td>• Market and Industry Concentration</td>
<td>• Globalisation and Trade</td>
</tr>
<tr>
<td>• Entrepreneurship</td>
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<td></td>
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<tr>
<td>• The Evolution of Economic Ideas</td>
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</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
Students wishing to study this subject must achieve at least a “C” in Year 9 English and at least a “C” in Mathematics. Students must maintain a “C” in English and at least a “C” in Year 10 General Mathematics or Mathematical Methods. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Lynn Finnimore) before their subject enrolment can be accepted.

Assessment/Workload
It is important that work set for homework is completed prior to the following lesson as the structure of this subject is based on work learned daily. A variety of assessment techniques are used to judge student achievement, these include exams, reports, multimodal presentations, feature articles and essays. The formative components of assessment are in Years 10 and 11 while in Year 12 all assessment is summative.

Possible Careers
• Merchant Banker
• Marketing
• Advertising
• Journalist
• Political Adviser
• Foreign Affairs
• International Business
Aims

English aims to involve students in activities which will develop attitudes and skills useful in later life.

The work may be divided into two areas:
• Language - where students learn to express themselves orally and in the written form on a wide range of topics, to varying audiences, and for varying purposes.
• Literature and media - where students develop an understanding of the range of resources available for their use in life, both leisure and survival; and where students increase their ability to use these resources for their own personal benefit.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Satire</td>
<td>Semester 1 – Australian voices:</td>
<td>Unit 1: Heroes in novels and film</td>
</tr>
<tr>
<td>Unit 2: Novel study</td>
<td>Unit 1: Editorial</td>
<td>Documentary study</td>
</tr>
<tr>
<td>Unit 3: Poetry oral</td>
<td>Unit 2: Australian drama unit</td>
<td>Unit 2: All the world’s a stage – Shakespeare</td>
</tr>
<tr>
<td>Unit 4: Writing short stories unit</td>
<td>Unit 3: Australian short story unit</td>
<td>Unit 3: Creative writing short story</td>
</tr>
<tr>
<td>Unit 5: Drama unit</td>
<td>Semester 2 – Search for identity</td>
<td>Unit 4: Is it the truth?</td>
</tr>
</tbody>
</table>

Special Subject Advice

Students enrolled in this subject require a laptop.

Prerequisite

Students wishing to study this subject must achieve at least a “C” in English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department before their subject enrolment can be accepted.

Assessment/Workload

Students should do 1½ to 2 hours English homework per week, spread over 4 to 7 sessions. This can include reading the set novels and completing assignments. Parental interest and supervision are invaluable if students are to complete satisfactory work at home.

Year 10 and 11 are formative years where students develop the skills that will be refined in Year 12. Work will be assessed at the end of each unit rather than major end of semester tests. This cumulative assessment will be a combination of work completed at home, under test conditions, and oral presentations which are presented in front of the class.

Equipment

Note pads/folders, paper for assignments, a USB, document folder, stapler and paper for assignments.
English Extension – (Literature) Year 12 only

Purpose
English Extension (Literature) is offered to the students at Cleveland District State High School to cater to those:

• who have a particular interest in and love of literature
• who have an ability to use their initiative and work independently
• who love a challenge
• who have the ability to read widely and critically.

English Extension is designed to offer more challenge than Senior English. The challenge of the subject includes expectations of accelerated independence, increased cognitive demands and assessment task requirements. English Extension builds on the literature study students have already undertaken in Senior English, which includes both literary and non-literary texts. English Extension offers students the opportunity to specialise in the theorised study of literature for two semesters.

Aims
Through their engagement with literary texts in the English Extension course, students will have opportunities to explore the personal, social and cultural roles of literature by:

• appreciating the potential literature has to enrich their lives and expand the scope of their experiences
• understanding and appreciating the social, cultural and historical contexts for a variety of literary texts
• learning about how language, form and style can be used to create particular emotional, intellectual, artistic or philosophical effects
• learning about different ways readers can interpret literary texts.

English Extension also introduces students to a variety of theoretical approaches used to analyse and evaluate literary texts. Students have opportunities to learn about and apply a number of theoretical approaches to literary texts they study. In their written and spoken responses, students draw on different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. The subject also demands that students synthesise different interpretations and the relevant theoretical approaches to produce written and spoken/signed extended analytical texts.

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
Students studying English Extension (Literature) must:

• Have completed two semesters of Senior English
• Be concurrently studying Year 12 English
• Have achieved a minimum of a “B” rating for Year 11 English. If they do not meet this prerequisite, they will need a teacher recommendation or an interview with the Head of Department to assess suitability
• Demonstrate early on the skills of being capable of working independently and reading widely.

Assessment / Workload
Term 1  Written task (1500 words)
Term 2  Written or Multi-modal Transformation of a text and Spoken task 8-10 minutes
Term 3/4 Extended written task (2500 – 3000 words)
Film, Television and New Media

Aims
The school offers new digital facilities and a studio for production. The subject critically evaluates all aspects of media and offers students the opportunity to produce films, documentaries, TV shows and music clips. Film, Television and New Media aims at increasing students’ receptiveness to messages in the media; in doing this the course examines how programs and films represent the world, the contexts in which these texts are transmitted, the organisations and technologies that produce and distribute them and the way audiences respond.

Areas of Study
- Production techniques
- Australian Films
- Soap Operas, Sit. Coms, TV Drama
- Music clips and marketing
- Genre films
- Censorship
- Documentaries
- Personal visions - ‘AUTEURS’
- Gender stereotypes in Film
- Propaganda techniques
- Film language
- Films outside Hollywood
- The business of Film

Special Subject Advice
*Students enrolled in this subject require a laptop.*

Much of the work relies on students understanding theory and using video production equipment and software. They are often required to work on projects outside class time. Working in a small group as a production team is also a part of the production work.

Prerequisites
Students wishing to study this subject must achieve at least a “C” in Year 9 English (preferably higher) and have a reasonable level of computer literacy. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission from the Head of Department.

Assessment/Workload
There are three core areas for assessment – Design, Production and Criticism Research. There is a strong written component in the course. Assessment would include the following:
- Individual Video Design and Production
- Film Critiques/Extended Essays
- Group Video Production
- Video design documentation – sketches and statements of intent, storyboards, proposals.

Associated Subject Costs
A compulsory $100.00 levy for Film, Television and New Media is invoiced at the commencement of the year (or at the time of enrolment in the course if students change into the subject during the year). This ensures we can purchase the latest equipment such as cameras, tripods, doleys, software, cameras and lighting.

Risk Statement
As this is a practical and creative subject, students will use various audio-visual equipment, props and lighting equipment.
Aims
Food and Nutrition focuses on the wellbeing of individuals and families in everyday activities. Students are encouraged to consider issues relating to the wellbeing of individuals and families from a range of perspectives, such as social, cultural, political, legal, historical, environmental, economic and ethical. The subject achieves this through a strong practical approach balanced with theory. Reasoning processes, understandings and attitudes developed in this course of study are fundamental to effective functioning in a wide range of life roles.

Areas of Study
Core areas of study include: The wellbeing of individuals, families and communities with a focus on nutrition.

Each area of study is underpinned by broad understandings that guide the course of study. These broad understandings are that:

- Students will develop an understanding of nutritional requirements throughout human lifecycle including the prevention of deficiency diseases.
- A range of practical skills and techniques will be covered to produce menu items or plans for a variety of circumstances and to meet dietary and nutritional constraints.
- The wellbeing of individuals, families and communities is explored through various points of view.
- Purposeful and informed decision making and action as citizens and consumers will help bring desired results.

Special Subject Advice
Students enrolled in this subject require a laptop.

Students need to wear closed in black leather lace up shoes to all lessons.

Prerequisites
Food and Nutrition is an Authority subject. The study of Food Design and Technology/Practical Cookery during Years 9 is an advantage, but not essential. Students wishing to study this subject must achieve at least a “C” in Year 9 English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (James Elcock) before their subject enrolment can be accepted. Students are required to wear black closed in/ lace up leather shoes/joggers that protect the upper part of the foot at all times.

This subject would be beneficial to students interested in pursuing careers in the areas of Dietician/Nutritionist, Nursing, Food & Nutritional management – Aged care/hospitals, Food Chemist/Scientist, Food Marketing or Health Education.

Assessment/Workload
Assessment is dimension based over three areas; dimensions include knowledge and understanding, reasoning and communicating processes and practical performance. Assessment items will count toward final achievement ratings per semester and will include a variety of tasks – practical tasks, process journals, research assignments and written tests.

Associated Subject Costs.
Weekly costs will be involved for the practical component of Nutrition and Food Units.

Risk Statement
As this is a subject contains practical components, students will be using various kitchen utensils (knives) and electrical appliances (frypans, beaters).

It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each utensil/appliance before they operate it.
French

There are many benefits to be gained by studying a foreign language. The chances of entering your selected university course may be enhanced, career prospects both national and international are widened and knowledge of English continues to be strengthened.

Aims
By the end of Year 12, a student should have developed increased competence in communicating in French. Taking into account the number of contact hours available, realistic objectives for the student are:

a) to understand oral communication by a native speaker
b) to express ideas orally on topics within her/his experience
c) to read with comprehension and enjoyment both known and new material
d) to write letters, free compositions, dialogues etc.
e) to gain an appreciation and increased understanding of foreign cultures.

Areas of Study
The course involves work in each of the four macro skills (listening, speaking, reading and writing), with an equal weighting of 25% for each skill. The emphasis of the content focuses on a functional/communicative approach using as much authentic material as practical and possible. Students will study a variety of topics and associated structures and vocabulary. By Year 12 students are expected to write connected passages of about 250 words.

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisite
Students must have studied French to Year 9 level or its equivalent and have achieved at least a ‘C’ Level of Achievement to consider continuing language studies. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Kylie Venamore) before their subject enrolment can be accepted. French classes in Years 11 and 12 may be taught as a combined class if numbers are not sufficient to have two separate classes.

Assessment/Workload
French is a subject that requires constant effort and a commitment to learning. Students should do a minimum of 20 minutes homework and revision each night to maintain their standard. Assessment includes each macro skill being tested at least once each semester.

Associated Subject Costs
Year 10 students are expected to purchase Tapis Volant 2 Workbook for $35.00. Year 11 students are expected to purchase the Tapis Volant Senior Workbook for $36.00. This will be used in both Year 11 and Year 12.

School of Distance Education
Although German, Italian or Spanish are not offered as a timetabled subject at this school, students may be able to pursue these options through the School of Distance Education. Students who are unable to study French due to a timetable clash can also pursue this option. NB: Any student studying languages through Distance Education will have to pay costs associated with enrolment for Distance Education.

Tertiary Institution Special Admissions Schemes
Some tertiary institutions offer special admissions schemes which give Year 12 students bonus ranks. This can assist some applicants to get into tertiary courses by increasing their chances of being made an offer. Year 12 applicants receive bonus ranks if they have passed specific Senior subjects. These subjects include, Specialist Mathematics; a language other than English; specific science subjects; selected tertiary study completed whilst at school; and in some cases the International Baccalaureate. Year 12 subject bonuses are added to the applicant’s rank. Subject bonuses are not added to any extra qualification the applicant may have; for example, a Certificate III. It is important to note that not all tertiary institutions offer Year 12 subject bonus schemes. Also, for those institutions which offer a subject bonus scheme, it does not necessarily apply to all courses offered by the institution. When selecting Senior subjects it is recommended that students do not select Specialist Mathematics, a language or specific science subjects just to receive a bonus rank as not all institutions offer Year 12 subject bonus schemes and there are restrictions to which courses the scheme applies. For further information about Year 12 subject bonus schemes it is recommended you refer to the institution’s website.
**General Mathematics**

**Aims**
In General Mathematics, the skills needed to make decisions which affect students’ everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of General Mathematics will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving modelling and problem solving, working systematically and logically, and communicating with and about mathematics.

**Areas of Study**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial Mathematics</td>
<td>• Managing Money I and II – bank interest, credit cards, loans, foreign exchange, taxation, spreadsheets</td>
</tr>
<tr>
<td>• Applied Geometry</td>
<td>• Elements of Applied Geometry – simple trigonometry, area and volume, latitude, longitude and time zones</td>
</tr>
<tr>
<td>• Statistics and Probability</td>
<td>• Data Exploration and Analysis – graphical and tabular presentations, simple methods for describing and summarising data</td>
</tr>
<tr>
<td></td>
<td>• Linking Two and Three dimensions – scale drawings and plans, estimation of quantities and costings</td>
</tr>
<tr>
<td></td>
<td>• Maps and Compasses involving either Navigation or Land Measurement – practical use of a variety of maps, compass bearings, orienteering, navigation, site plans</td>
</tr>
<tr>
<td></td>
<td>• Inferential Statistics – simple probability, interpretation of reports in the media, statistical hypotheses</td>
</tr>
<tr>
<td></td>
<td>Extension Topic – Networks and Queuing</td>
</tr>
</tbody>
</table>

**Assessment/Workload**
This subject utilises a system of continuous assessment. Year 10 will be a stand-alone summative period of assessment. The formative components of assessment will be administered in Year 11 Semester 1, while Year 11 Semester 2 and Year 12 will provide summative data for exit.

Assessment techniques will include written tests, assignments, use of instruments, etc. Three criteria will be applied to student performance. These criteria are Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Achievement levels at the end of each semester or on exit are allocated according to the standards reached on the three criteria. Details of this allocation are contained in the General Mathematics syllabus.

**Special Subject Advice**
Students enrolled in this subject require a laptop.

Students will need to supply their own ruler, protractor and scientific calculator (Casio fx – 82AU PLUS). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers.

**Prerequisite**
Students must have achieved a “C” or higher in Year 9 Mathematics to study General Mathematics. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Anthony Elliott phone: 3824 9296) before their subject enrolment can be accepted.

**Career Links**
General Mathematics aims to provide the opportunity for students to continue to participate fully in lifelong learning. This subject can lead into further study and training at tertiary levels in areas such as:

- tool making, sheet-metal working, fitting and turning, carpentry and plumbing, electrician, auto mechanics
- tourism and hospitality
- administrative and managerial employment in a wide range of industries
- nursing
Geography

Geography equips students with the skills and abilities required to take an active part in society both as members of the work force in a very wide range of jobs, and also in the general community as informed and valuable members of society.

Aims

Geography deals with the surface of our earth; its physical features, climates, vegetation, peoples, products and its problems, from a social and environmental perspective.

Geography develops skills in critical and analytical thinking, research and general writing skills, essay writing, and basic mathematical operations such as graphing, tabulation, ordering of statistics and spatial technology skills. Common curriculum elements (CCEs) are very widely covered providing excellent practice for the Core Skills Test requirements and later for Tertiary education.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Human wellbeing and development in Africa, Asia and Australia</td>
<td>• Managing the Natural Environment – Including climate change, catchment studies and natural disasters</td>
<td>• Resources &amp; Environment – Including climate change, catchment studies and natural disasters</td>
</tr>
<tr>
<td>• Environmental change and management in local, national and international scales</td>
<td>• People &amp; development – Including statistical analysis and food health issues</td>
<td>• Social environments – including cities and town planning problems and solutions</td>
</tr>
<tr>
<td>• Contemporary Geographical issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Subject Advice

Students enrolled in this subject require a laptop.

Conducting field work is an expectation in this course and is fundamental to completion of assessment and development of skills. There will be an additional cost for field work.

Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 Geography. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Meggin Bahr) before their subject enrolment can be accepted.

Assessment/Workload

It is important that work set for homework is completed prior to the following lesson, this allows class time and your learning to be maximised. Assessment includes research tasks, practical exercises and exams.

Possible Careers

• Teaching
• Agricultural Science/Biological Science/ Environmental Science
• Cartography
• Forest Technology
• Geology
• Meteorology
• Town planning and Water services
Health Education

Aims
Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes and assist them to reach their health potential. To achieve this, the Health Education Syllabus emphasises:

- social justice principles of diversity, equity, supportive environments
- importance of social justice in determining inequities in health status and access to health resources
- health realities of living in contemporary Australia
- interaction between human health and the socio-cultural, physical, political and economic environment
- political agenda which influences health
- need for health to be considered at the global, national, local and personal levels
- individual and collective participation in the maintenance and promotion of their own health.

Areas of Study
The developmental course will be approached through a process of inquiry learning. It is comprised of a 5 - 6 week introductory module and for sequential units studied in the following order using an inquiry learning approach:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenage Pregnancy</td>
<td>Personal Health – maximum two issues</td>
<td>Community and Environmental Health – maximum three issues</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Nutrition, Eating Disorders, Body Image</td>
<td>Organ Donation</td>
</tr>
<tr>
<td>Gambling Addiction</td>
<td>Peer and Family Health – maximum three issues</td>
<td>Specific Population Health – maximum three issues</td>
</tr>
<tr>
<td>Action Research</td>
<td>Sexual Health, Substance Abuse, Domestic Violence</td>
<td>(Disabled/Elderly/Aboriginal)</td>
</tr>
</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
Health Education is an Authority subject. This subject contributes four credits towards your QCE. Students wishing to study this subject must achieve at least a “C” in English (preferably higher). If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department before their subject enrolment can be accepted.

This subject would be beneficial to all students because of the vital knowledge gained about nutrition, body image, sexual health and road trauma and students’ interested in pursuing careers within the Health Industry – Medicine, Nursing, Social/Community Welfare; Teaching – Health, Health and Physical Education, Home Economics, Community Education (eg National Heart Foundation, Cancer Foundation), and Occupational Therapy.

Assessment/Workload
Students will be assessed on their achievement of objectives relating to issues selected in each of the six semesters. Two to three assessment items will count toward final achievement ratings per semester and will include:

- Action Research Project
- Research tasks
- Objective and/or short answer questions
- Response to stimulus tasks
- Essays
- Non written presentations
There are many benefits to be gained by studying Japanese to Year 12. The chances of entering your selected university course may be enhanced, career prospects both national and international are widened and knowledge of English continues to be strengthened. Japan is one of our strongest trading partners and a valued international friend and the language is very important to us as a nation.

**Aims**
By the end of Year 12, a student should have developed increased competence in the following language skills:
- to understand oral communication by a native speaker
- to express ideas orally on topics within her/his experience
- to read with comprehension and enjoyment both known and new material
- to write letters, free compositions, dialogues etc.
- to gain an appreciation and increased understanding of foreign cultures

**Areas of Study**
The course involves work in each of the four macroskills (listening, speaking, reading and writing), with an equal weighting of 25% for each skill. The emphasis of the content focuses on a functional/communicative approach using as much authentic material as practical and possible.

Japanese students study a variety of topics and associated structures and vocabulary. A review of Katakana will occur early in Year 11, and a **minimum** of 150 Kanji must be learned to achieve writing skill proficiency. By Year 12, students are expected to write connected passages of about 400 Kanji (characters).

**Special Subject Advice**
Students enrolled in this subject require a laptop.

**Prerequisite**
Students **must** have studied Japanese to Year 9 level or its equivalent and have achieved at least a “C” Level of Achievement to consider continuing language studies. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Kylie Venamore) before their subject enrolment can be accepted. Japanese classes in Years 11 and 12 may be taught as a combined class if numbers are not sufficient to have two separate classes.

**Assessment/Workload**
Japanese is a subject that requires constant effort and a commitment to learning. Students should do a **minimum of 20 minutes homework and revision each night**. Assessment includes each macro skill being tested at least once each semester. There are no assignments for Japanese in Year 11 and 12.

**School of Distance Education**
If students are unable to study Chinese due to a timetable clash with other subjects they can pursue their Chinese studies through the School of Distance Education. Where this can be arranged, tutorial assistance will be available from the school. **NB:** Any student studying languages through Distance Education will **have to pay costs associated with enrolment for Distance Education.**

**Tertiary Institution Special Admissions Schemes**
Some tertiary institutions offer special admissions schemes which give Year 12 students bonus ranks. This can assist some applicants to get into tertiary courses by increasing their chances of being made an offer. Year 12 applicants receive bonus ranks if they have passed specific Senior subjects. These subjects include, **Specialist Mathematics; a language** other than English; **specific science subjects; selected tertiary study** completed whilst at school; and in some cases the International Baccalaureate. Year 12 subject bonuses are added to the applicant’s rank. Subject bonuses are not added to any extra qualification the applicant may have; for example, a Certificate III. **It is important to note** that not all tertiary institutions offer Year 12 subject bonus schemes. Also, for those institutions which offer a subject bonus scheme, it does not necessarily apply to all courses offered by the institution. When selecting Senior subjects it is recommended that students do not select Specialist Mathematics, a language or specific science subjects **just to receive a bonus rank** as not all institutions offer Year 12 subject bonus schemes and there are restrictions to which courses the scheme applies. For further information about Year 12 subject bonus schemes it is recommended you refer to the institution’s website.
Legal Studies

Aims
Legal Studies focuses on enhancing students’ ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examinations and problem-solving, they are empowered to make decisions that can benefit themselves and the community.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Legal System</td>
<td>• The Legal System (Courts, Parliament)</td>
<td>• Technology and the Law</td>
</tr>
<tr>
<td>• Domestic Violence</td>
<td>• Crime and Society</td>
<td>• Independent Inquiry</td>
</tr>
<tr>
<td>• Crime and Society</td>
<td>• Technology and the Law</td>
<td>(Students choose a socially relevant topic of interest from an area of law – Euthanasia, Capital Punishment and Surrogacy etc)</td>
</tr>
<tr>
<td>• Technology and the Law</td>
<td>• Human Rights</td>
<td>• Family and the Law</td>
</tr>
</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisite
Students wishing to study this subject must achieve at least a “C” in Year 9 English. Students must maintain a “C” in Year 10 English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Lynn Finnimore) before their subject enrolment can be accepted.

Assessment Workload
Legal Studies is a subject that requires constant effort and a commitment to learning. Assessment includes short and extended response exams, research assignments and non-written responses.

Associated Subject Cost
As part of the unit on Crime and Society, Year 11 students will visit the District/Supreme Courts in Brisbane and the Police Museum. Cost, which is kept to a minimum but is additional to the textbook hire charge, is expected to be approximately $7.00.

Possible Careers
- Legal Practitioner – Lawyer/Solicitor
- Social Worker
- Criminologist
- Justice Studies
- Education
- Business
Marine Science

Aim
Students will acquire knowledge of a range of scientific principles that develop field work and experimental skills. Students will undertake various practical activities and experiments in the science laboratory and in the field.

Areas of Study
- Oceanography and Weather patterns
- Coastal and Marine Ecology
- Global and Local Marine Issues
- Marine Management

Students will develop study skills and background knowledge of:
- Resource management and global and local environmental marine issues
- The marine environment – importance and conservation for future
- Coastal and oceanic systems
- Marine zones and habitats – for example; mangroves and coral reefs
- Marine organism adaptations and relationships
- Introduced marine species
- Field studies and experimental design
- Conducting Extended Marine Investigations and Research Reports.

Special Subject Advice
Students enrolled in this subject require a laptop.

The field excursions and/or camps each semester consist of compulsory components and students are expected to attend. These activities have extra costs involved.

Marine Science will encourage students to accept responsibility for their own safety as well as the wellbeing of others in a Marine Environment.

Prerequisites
Students must have achieved at least a C standard in Year 9 Science and a C standard in Year 9 English.

Career Links
Students pursuing this subject may choose to seek a career such as:
- Scientist
- Marine Biologist
- Aquaculturalist
- Environmental Scientist
- Marine Science Teacher
- Zoo Keeper
- Tour guide
- Marine Park or Forestry Ranger

Risk Statement
Guardians of students participating in this subject should be aware that as this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates), to conduct fieldwork and to handle biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring.
Mathematical Methods

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

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

Mathematical Methods is designed to raise the student’s competence in and confidence with the mathematics needed to make informed decisions about society, to ensure scientific literacy and to function effectively in a technologically skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

Areas of Study
Mathematical Methods continues to build upon previously learnt knowledge.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number Systems</td>
<td>• Quadratic Equations</td>
</tr>
<tr>
<td>• Linear Equations</td>
<td>• Simultaneous Equations</td>
</tr>
<tr>
<td>• Graphing Functions</td>
<td>• Probability and Statistics</td>
</tr>
<tr>
<td>• Trigonometry</td>
<td>• Functions and their Applications</td>
</tr>
<tr>
<td>• Introduction to Calculus</td>
<td>• Introduction to Calculus and its Application</td>
</tr>
<tr>
<td>• Financial Mathematics</td>
<td>• Applied Statistical Analysis</td>
</tr>
</tbody>
</table>

Assessment/Workload
Students enrolled in this subject require a laptop.

Year 10 – 12: Students require a ruler and scientific calculator (Casio fx – 82AU PLUS).
Year 11 – 12: Students require a Graphics Calculator (Texas Instruments TI – 84 PLUS or TI – 84 PLUS CE).
It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers. The school has software to support TI – 84 Plus. This course cannot be completed without a graphics calculator.

It is expected that all students studying Mathematical Methods will take part in the Australian Mathematics Competition. This competition is held at school during school time and will incur an entrance fee.

Prerequisites
Students must have achieved a “B” or higher in Year 9 Mathematics to study Mathematical Methods. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Anthony Elliott phone: 3824 9296) before their subject enrolment can be accepted.

Career Links
Mathematical Methods aims to provide students with the opportunity to continue to participate more fully in lifelong learning. This subject can lead students into further study and training at tertiary levels in areas such as:
- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in energy resources, management and conservation, climatology, design and built environment, industry, manufacturing and trades, business and tourism, primary industries and environment, economics and commerce, statistics and data analysis
- pure mathematics
- www.jobguide.deewr.gov.au
Modern History

Studying Modern History will help you develop an understanding of our complex modern world through the examination of key events and developments in its recent past. The course will help students recognise the process of change and continuity in human affairs and provide exposure to problems of values in order to help students clarify their attitudes to such issues.

Aims

Modern History aims to develop a broad range of historical knowledge and skills from a variety of topics that have shaped the modern world. The study of history is a valuable component of any senior course, with the skills being applied to a variety of careers and occupations.

Additionally, it aims to develop students both personally and socially so they can effectively analyse the world around them and give measurement to their own lives. Throughout the course, students will conduct research using primary and secondary sources and engage with new technologies to interpret evidence, acknowledge the perspectives of others, make judgements and reflect on decisions.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• WW2</td>
<td>• Themes: Studies of Ideas &amp; Beliefs and Studies of Hope</td>
<td>• Themes: Studies of Conflict and Studies of Power</td>
</tr>
<tr>
<td>• Rights and Freedoms</td>
<td>• Nationalism</td>
<td>• Cold War</td>
</tr>
<tr>
<td>• American Civil Rights Movement</td>
<td>• Communism (USSR &amp; China)</td>
<td>• Vietnam</td>
</tr>
<tr>
<td>• The Suffragettes</td>
<td>• USA during depression</td>
<td>• Arab-Israel Conflict</td>
</tr>
<tr>
<td>• Indigenous Civil Rights</td>
<td>• Apartheid</td>
<td>• Australian Foreign Policy</td>
</tr>
<tr>
<td>• Life in Australia after 1945</td>
<td>• India</td>
<td></td>
</tr>
</tbody>
</table>

Special Subject Advice

Students enrolled in this subject require a laptop.

Students will be required to engage in extensive reading, writing and research based tasks.

Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 History. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Meggin Bahr) before their subject enrolment can be accepted.

Assessment / Workload

It is important that work set for homework is completed prior to the following lesson, this allows class time and your learning to be maximised. Assessment includes research tasks, presentations and exams. History is taught through inquiry, therefore you must be prepared to think critically and engage in all class activities.

Possible Careers

• Historian
• Journalism
• Teaching
• Politics
• Research officer
• Foreign affairs
• Librarian
Music

Aims
The course of study aims to:

• reflect on their learning
• apply audiation by thinking in and through sound
• cultivate in students an enduring love of and lifelong involvement with music
• assist students to become musically literate and able to communicate through music and to become informed, articulate participants in the musical life of the community
• involve students in music making through a range of learning experiences designed to be developmental, practical and aesthetically satisfying
• create and compose using musical elements and compositional devices.

Areas of Study
The course is organised within three areas:

• Musicology
• Composing
• Performing.

Students listen to and study a wide variety of music through Units such as: “The Roads We Have Travelled”, Film music, Jazz, The Greats, War and Peace, The New Inventors, and Cultural Mosaics.

Special Subject Advice
Students enrolled in this subject require a laptop.

Students enrolled in this subject must bring their own set of headphones or small earbuds to every lesson.

Assessment
Performances, compositions and assignments will occur throughout the course. Equal weightings apply to each of the Musicology, Composing and Performing areas.

Prerequisites
This is a practical based subject so students must be proficient on a musical instrument or voice. It is preferable that students are studying this instrument/voice through either through the school’s Instrumental Music Program or from a private music teacher. A student must be achieving no less than a ‘C’ standard in English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department. Students who are musically advanced should also refer to the information about the Music Extension course which is available only in Year 12 and is an extension of the Senior Music Course.

Associated Subject Costs
There is a $30.00 resource levy for music students to access the “Musition” online theory program.

Throughout the year students are encouraged to attend various performances and workshops. The average costs of performances and workshops for the year would be approximately $20.00 to $30.00.

Risk Statement
As this is a practical and creative subject, student will use musical equipment, staging and lighting equipment.
Music Extension – Performance, Composition or Musicology
Year 12 only

Music Extension is only available to Year 12 students who study the Music syllabus (parent syllabus).

Aims
Music Extension is an extension of the senior music syllabus; the course is studied for the two semesters of Year 12, concurrently with the parent syllabus.

Music Extension is designed to offer more challenge than Senior Music. The challenge of the subject includes expectations of accelerated independence; increased cognitive, expressive and musical demands; and increased assessment task requirements.

The Music Extension syllabus caters for students with specific abilities in music. The Senior Music objectives have been developed in the Music Extension syllabus into three specialisations: Composition, Musicology or Performance. Students will undertake detailed studies in one of these specialisations.

Areas of Study (students choose one for the duration of the year):

- Students choosing the **Composition** specialisation create, in score or sound recorded format, their own expressions through original treatment of musical elements. Students may explore, follow or challenge composing conventions.
- **Musicology** is the research-based study of music that leads students to explore the complex relationships between music and its contexts, genres, styles, influences, impacts and sociocultural perspectives.
- **Performance** is more than just singing, playing or conducting music – it evolves from the performer’s cognitive, physical and emotional engagement with music. Integral to “performance” is the intention to connect and communicate with an audience. In this syllabus, it is expected that all performances be presented in front of a live audience.

Assessment/Workload
The subject consists of three summative pieces of assessment. An investigating task is aimed at allowing students to research, analyse and synthesise their findings and present these in either an essay, oral or multimedia format. There are two ‘Realising’ tasks for the year; this would either be two performances, compositions or musicological essays (depending on the specialisation chosen).

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
- The requirement for entry to this course is concurrent enrolment in Year 12 Music.
- An audition/interview may be necessary to determine a student’s potential for success in this course.
- **Must have achieved a minimum standard ‘B’ in Year 11 Music.**

Risk Statement
As this is a practical and creative subject, students will use musical equipment, staging and lighting equipment.
Physical Education

Aims
Through a focus on the role of physical activity in Australian society, the subject provides experiences that enable students as self-directed, independent learners to:

• Develop skills and capacities, knowledge and understanding, attitudes and values in physical activity through thoughtful manipulation of information about, through and in physical activity.
• Develop understanding and appreciation of the intellectual, physical, social, cultural and emotional factors that influence participation in physical activity.
• Accept increasing responsibility for their intellectual, physical, social and emotional development.

Areas of Study
Of central focus are the four physical activities (selected from the list below) and the dual role they play as learning experiences, acting as both a source of content and medium for learning.

Selected Physical Activities (four will be selected from the following) but not limited to: Athletics, Touch/Futsal, Badminton, European Handball. The subject matter for each of the physical activities chosen is drawn and organised around the following three content areas:

• Learning Physical Skills
• Biological Bases of Training and Exercise
• Physical Activity in Australian Society.

Special Subject Advice
Students enrolled in this subject require a laptop.

Physical Education is an Authority subject. This subject also contributes four credits towards your QCE. Students must have an interest in developing individual skills and knowledge through physical activity and obtain a “C” standard (preferably higher) in a HPE subject and English in order to study this subject. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (David Cooke) before their subject enrolment can be accepted.

It is compulsory for Physical Education students to participate in the interschool sports program through team membership, coaching or officiating at carnivals. Please Note: Correct Sports uniform (including school hat and sports shoes appropriate for participation in physical activity) is compulsory for all practical lessons.

Assessment/Workload
Students should realise that they must concentrate on both the theoretical and practical elements if they are to be successful in this subject.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Anatomy</td>
<td>Australia’s Sporting Identity</td>
<td>Physical Activity and Exercise in the</td>
</tr>
<tr>
<td>Participation in Sport</td>
<td>Training Methods</td>
<td>Context of Australian Society</td>
</tr>
<tr>
<td>Biomechanics</td>
<td>Biomechanics</td>
<td>Training Program Development and Energy</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>Factors Affecting the Equity and Access to</td>
<td>Systems</td>
</tr>
<tr>
<td></td>
<td>Sport</td>
<td></td>
</tr>
</tbody>
</table>

Associated Subject Costs
The Text and Resource Hire charges cover the cost of most consumable physical education equipment usage and subsidises costs for educational excursions.

Risk Statement
Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.
Physics

Aim
Physics provides students with an introduction to the fields of the traditional Sciences of Physics and Chemistry through the study and exploration of real-world topics. Students will acquire knowledge of scientific principles and practices by participating in classroom, laboratory and field activities.

Areas of Study
Students will develop study skills and background knowledge of:
• Measurement, report writing, field studies and experimental design
• Forces, motion, momentum and energy
• Structure and materials
• Periodic Table
• Quantitative and qualitative analysis.

Assessment Techniques
• Extended experimental investigation
• Extended response task
• Written task

Special Subject Advice
Students enrolled in this subject require a laptop.

Students enrolled in this subject require a scientific calculator and USB data stick. Subject specific booklets will be provided along with access to reference materials via libraries or on-line.

Excursions and incursions may be conducted, generally one per year, and these involve additional costs.

Prerequisites
Students must have achieved at least a B standard in Year 9 Science and a B standard in Year 9 Mathematics. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Melinda Kingaby) before their subject enrolment can be accepted.

Career Links
Students undertaking this subject may choose to pursue careers in fields such as: Biomedical science; Pharmaceuticals; Engineering; Mining; Forensics; Veterinarian; University Applied Sciences; Medicine and health sciences; Architecture and design; Aviation and aerospace; Emergency services; Health & safety; Defence Force Officer; Radiology.

Risk Statement
Guardians of students participating in this subject should be aware that this is a practical subject, students may be required to use various laboratory instruments and heating implements (Bunsen burners and hotplates) and to handle biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of injury occurring.
Specialist Mathematics

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

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

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

Areas of Study
The syllabus contains both Core and Option topics. A course of study in Specialist Mathematics contains six Core topics and a minimum of two complete Option topics.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Groups</td>
<td>Core Topics</td>
<td></td>
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<tr>
<td>• Real and complex number systems</td>
<td>• Introduction to Groups</td>
<td></td>
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<tr>
<td>• Matrices, vectors</td>
<td>• Matrices and Applications</td>
<td></td>
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<tr>
<td>• Sequences and series</td>
<td>• Further Calculus</td>
<td></td>
</tr>
<tr>
<td>• Mathematical structures and patterns</td>
<td>• Real and Complex Number Systems</td>
<td></td>
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<tr>
<td></td>
<td>• Vectors and Applications</td>
<td></td>
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<tr>
<td></td>
<td>• Structures and Patterns</td>
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<tr>
<td></td>
<td>• Dynamics</td>
<td></td>
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<tr>
<td></td>
<td>• Probability and Statistics</td>
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</tbody>
</table>

Assessment/Workload
This subject utilises a system of continuous assessment. Year 10 will be a stand-alone summative period of assessment. The formative components of assessment will be administered in Year 11 Semester 1 while Year 11 Semester 2 and Year 12 will provide summative data for exit. As well as undertaking pen and paper tests, students may be required to construct models, use computer software or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic.

Three criteria will be applied to student performance - Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Achievement levels at the end of each semester or on exit are allocated according to the standards reached on the three criteria. Details of this allocation are contained in the Specialist Mathematics syllabus.

Special Subject Advice
It is essential that students enrolled in this have a laptop.

Year 10 – 12: Students require a ruler and scientific calculator (Casio fx – 82AU PLUS).
Year 11 – 12: Students require a Graphics Calculator (Texas Instruments TI – 84 PLUS or TI – 84 PLUS CE). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers. The school has software to support TI – 84 Plus. This course cannot be completed without a graphics calculator.

It is expected that all students studying Specialist Mathematics will take part in the Australian Mathematics Competition. This competition is held at school during school time and will incur an entrance fee.

Prerequisites
Students must have achieved an “A” in Year 9 Mathematics to study Specialist Mathematics. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Anthony Elliott phone: 38249296) before their subject enrolment can be accepted.

Career Links
Specialist Mathematics aims to provide students with the opportunity to continue to participate more fully in lifelong learning. This subject can lead students into further study and training at tertiary levels in areas such as:

- mathematics and science education
- natural and physical sciences, especially physics and chemistry
- medical and health sciences, including human biology, biomedical, nanoscience and forensics
- engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- information technology and computer science, including electronic and software
- mathematical applications in energy resources, management and conservation, climatology, design and built environment, industry, manufacturing and trades, business and tourism, primary industries and environment, economics and commerce, statistics and data analysis
- pure mathematics
- www.jobguide.deewr.gov.au
Visual Art

Aims
The subject Visual Art aims to:
- develop students’ abilities to make, appraise and display artworks
- define and solve problems with flexibility and creativity
- explore, appreciate and embrace contemporary visual arts practices and emerging technologies
- affirm and value the contributions of visual artists, designers and craftspeople
- create informed, active and sustained engagement with, and enjoyment of the visual arts
- develop social and personal skills that promote confidence and independence
- be inclusive and appreciative of multiple perspectives and the meanings of artworks
- examine and affirm personal and community perspectives relating to different contexts.

Areas of Study
Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Students will explore areas, such as:
- Design
- Illustration
- Mixed Media
- Wearable Art
- Ceramics
- Installation
- Time Based Media
- Sculpture
- Film and Animation
- Photography
- Drawing
- Painting

Students study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a three year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisites
Students must have achieved a “C” in Year 9 Art and English. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Jackie Yarwood).

Assessment
Students should realise that Visual Art is an academically rigorous subject and requires students to complete homework and assignments at home.

Year 10 and 11 are formative. The assessment load is as follows: Three appraising tasks, two making folios and process portfolio (increasing in complexity throughout the two years). Year 12 is essentially a summative year. The assessment load is as follows: Two Bodies of Work which include making and appraising tasks.

Associated Subject Costs
Since Art is a subject requiring a considerable amount of consumable materials, students are required to pay a consumable fee of $70.00 in Year 11 and in Year 12 (above and beyond the Student Resource Scheme charge). Students are expected to provide their own visual diary, pencils, a fine tip black pen, glue stick and 2B, 4B pencils. Students will pay extra if they use materials in excess of the amount allocated.

Risk Statement
Students may use various cutting tools, pigments, decorating of fabric and fibre, hand manipulation of clay, pre-mixed glazes and glues.
SAS
Subjects
Agricultural Practices

Aims
This course focuses on applied learning within Animal and Horticultural Industries, establishing and maintaining community connections, Core Skills for Work (CSiW), literacy and numeracy. In Agricultural Practices students will work in a simulated workplace environment with sheep, horses, guinea pigs, chicken, cats, dogs and fish. The Horticultural component comprises of working with a variety of plant species and garden types to design and implement successful horticultural and landscaping practices.

Areas of Study
The major areas of study covered are:

- Animal Industries (Infrastructure, Production, Agribusiness)
  Infrastructure (housing and water, containment/fencing and handling) health, nutrition, animal ethics, live export trade, marketing, breeding programs Health and First aid – detecting ill health, vet practices, basic first aid skills, safe handling of animals, disease prevention and treatment.

- Plant Industries (Infrastructure, Production, Agribusiness)
  Landscaping (designing different gardens – focus on native plants, water friendly gardens, ponds and water features) and floriculture (identifying, growing and arranging flowers, growing new varieties), plant health and diseases Natural and altered environments-Aquaculture and hydroponics Harvesting and marketing.

- Farm safety – gaining an understanding of the risks involved in agricultural environments and demonstrating safe farm practices.

Prerequisites
It is recommended that students have studied Agricultural Science in Year 9 and achieved a passing standard.

Special Subject Advice
It is recommended that students enrolled in this subject have a laptop.

The course assumes that students have minimal knowledge or experience of basic animal care, landscaping and safe work practices. Classroom lessons and field work are essential components and it is necessary for students to complete these in order to pass the course.

Assessment/Workload
Although practical work is a major component of the course, students must also satisfy the knowledge requirements through exams and assignments and meet literacy and numeracy standards.

Possible Careers
Job role titles covered by this subject may include:
Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer, landscape gardener, groundskeeper, nursery worker, maintenance – parks and gardens, agronomy assistant, lifestyle horticulturalist, arborist.

Associated Costs
Students may be required to attend an excursion during each semester and these involve extra costs.

Risk Statement
Guardians of students in this subject should be aware that as this is a practical subject, students may be required to use various agricultural tools, machinery and chemicals and to handle live animals and biological specimens.

There is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of and injury occurring.
Building and Construction Skills

Aims
The building and construction industry transforms raw materials into building and structures. Building and Construction Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to create, maintain and repair the built environment. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Areas of Study
Areas of study include:
- Carpentry
- Landscaping
- Plastering and Painting

Special Subject Advice
Students enrolled in this subject require a laptop.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school. Note: steel capped safety boots will be required for onsite work and/or site visits.

Assessment/Workload
Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Building and Construction Skills places a large emphasis on creating real world situations where students will be required to work in groups to successfully complete a number of construction tasks within given timelines.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams. Note: Projects are made up of a physical product and a written piece of assessment. The majority of assessment comes from projects, so students will need to complete written assessment using their laptop multiple times across the year for this subject. While this subject is primarily a ‘hands on’ subject, students will need to engage in all of the theoretical and written work to achieve a passing grade.

Associated Costs
Materials will be provided and ordered for students to cover course elements. Students are able to individualise their projects but will need to supply extra materials themselves.

Risk Statement
As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.
Business Studies

Aims
Business Studies is designed to help students develop a range of knowledge, skills and attitudes including: the ability to effectively apply a range of business technologies; working in teams; effective communication; organisational and interpersonal skills and an awareness of moral, ethical and social responsibility in personal and business contexts.

Business relates to the buying and selling of goods, services and information - important exchanges in almost any area of life! As the world becomes more dependent on globalised trade and investment, the demand for well-trained business people grows stronger.

Areas of Study

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entrepreneurs</td>
<td>• Business Environments</td>
<td>• Make a difference (students investigate how businesses give back to the community at large)</td>
</tr>
<tr>
<td>• The Business Plan</td>
<td>• Customer Service</td>
<td>• Working in a Digital World</td>
</tr>
<tr>
<td>• Business Ventures</td>
<td>• Financial Administration</td>
<td>• Financial Costings</td>
</tr>
<tr>
<td>• Financial Administration</td>
<td>• Social Media</td>
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</tbody>
</table>

Special Subject Advice
Students enrolled in this subject require a laptop.

Prerequisite
Nil

Assessment/Workload
A variety of assessment techniques are used to judge student achievement, these will include: class projects, objective and short answer responses, non-written presentations, practical skills, case studies, role plays.

Associated Subject Cost
Year 11 students will be required to purchase a workbook for the study of Financial Administration at a cost of $15.00.

Possible Career Links
• Personal Assistant
• Events Administration
• Marketing
• Reception
• Small Business
• Public Relations
• Property Management
• Recruitment Consultant
• Human Resources Officer
Early Childhood Studies

Aim
The primary focus of the early childhood field of study is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community.

Throughout this course, students study topics such as human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families, behaviour management, special needs, workplace health and safety, industry practice and legislation and ethical issues. This provides a framework for observations of, interactions with and reasoning about young children.

Areas of Study
Core areas of study include: the value of play, quality early childhood practices and observing children. These core areas are integrated with at least four elective areas. Possible elective areas include the development of children, creativity, self-expression and problem solving in early childhood, children with special needs and accident prevention and safety.

Assessment/Workload
Assessment emphasises communication. Students will need to complete a range of tasks such as practical demonstrations, response to stimulus, short written and oral tasks, reports and record books. In Year 11, students are assessed in simulated early childhood situations and progress to real early childhood situations in Year 12.

Special Subject Advice
Students enrolled in this subject require a laptop.

Students will visit day care centres during class time if timetabling permits or complete observations/activities at childcare centres on Mondays (Years 11 and 12). If students have other Monday commitments i.e. Traineeship, their placement can be arranged for the holidays. Placements will be arranged through the school.

Students will need to supply materials to complete activities i.e. craft items/food as necessary to complete some assessment tasks.

Risk Statement
It is a requirement that students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each utensil/appliance before they operate it.

Career Links
This subject would be beneficial to students interested in careers in the areas of early childhood. Possible career paths after further study include working in child care centres as an assistant, group leader or director. Travelling and working as a nanny or working in after school hours care (ASHC) or primary teaching.
Engineering Skills

Aim
The subject Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. By studying this subject, students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Areas of Study
Areas of study include:
• Introduction to the engineering industry
• Sheet metal working
• Welding and fabricating
• Fitting and machining.

Special Subject Advice
Students enrolled in this subject require a laptop.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school. Note: steel capped safety boots will be required for onsite work and/or site visits.

Assessment/Workload
Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.
Note: Projects are made up of a physical product and a written piece of assessment. The majority of assessment comes from projects, so students will need to complete written assessment using their laptop multiple times across the year for this subject. While this subject is primarily a ‘hands on’ subject, students will need to engage in all of the theoretical and written work to achieve a passing grade.

Associated Costs
Materials will be provided and ordered for students to cover course elements. Students are able to individualise their projects but will need to supply extra materials themselves.

Risk Statement
As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.
Essential English

Aims
This subject aims to develop:

• Knowledge and understanding of the workplace
• Preparation for entry into the workplace
• Positive attitudes and strategies for engaging in life-long learning as reflective learners
• Respect for all people, knowledge, understanding and appreciation of Australia's linguistic and cultural diversity
• Skills, knowledge and understanding to communicate appropriately and effectively using non-discriminatory language
• Knowledge and appreciation of how individual and collective cultural identity is formed and valued
• Knowledge and skills to plan and work as members of a group and to accept responsibility for the outcomes of the group
• Self-confidence as language users
• Knowledge, understanding and an appreciation of languages as used in various forms.

Special Subject Advice
Students enrolled in this subject require a laptop.

Note: Students planning to undertake university study should not take this course.

Assessment Workload
Students will be given both written and oral tasks and will be given class time to work on presentation, reading and writing skills.

Equipment
A document folder, USB drive and paper for assignments.
Essential Mathematics

Aims
This subject prepares students for entry to apprenticeships, traineeships and further study. This subject satisfies the numeracy requirement of the Queensland Certificate of Education (QCE). It is offered as an alternative to General Mathematics and provides students with the opportunity to maintain their numeracy skills and apply these skills in practical situations.

It has a strong vocational emphasis for learners who want to pursue a range of vocational, employment and personal goals.

Areas of Study
The course aims to provide students with introductory knowledge and skills in a range of basic numeracy and mathematical concepts and techniques. Students who have not experienced success before in Mathematics are catered for in Essential Mathematics.

Students who complete this subject will receive a result for Essential Mathematics on their Senior Statement.

Course Outline – Years 10 to 12
Topics covered are:
• Mathematics for interpreting society: number
• Mathematics for interpreting society: data and probability
• Mathematics for personal organisation: location and time
• Mathematics for practical purposes: measurement
• Mathematics for personal organisation: finance

Special Subject Advice
It is essential that students enrolled in this subject have a laptop.

Students are expected to possess a ruler and scientific calculator (Casio fx – 82AU PLUS). It is very important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator use between teachers and students and between peers.

Assessment/Workload
The assessment consists of a variety of tasks which reflect the objectives of the subject and include written tests, projects, assignments, oral presentations, etc.
Furnishing Skills

Aim
The subject Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture quality aesthetic products in the furnishing industry, encompassing a wide range of fields including soft furnishing, commercial and household furniture making, cabinet making and upholstering. By studying this subject, students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Areas of Study
Areas of study include:
- Introduction to the furnishings industry
- Furniture making
- Cabinet making
- Furniture finishing.

Special Subject Advice
Students enrolled in this subject require a laptop.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school. Note: steel capped safety boots will be required for onsite work and/or site visits.

Assessment/Workload
Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams. Note: Projects are made up of a physical product and a written piece of assessment. The majority of assessment comes from projects, so students will need to complete written assessment using their laptop multiple times across the year for this subject. While this subject is primarily a ‘hands on’ subject, students will need to engage in all of the theoretical and written work to achieve a passing grade.

Associated Costs
Materials will be provided and ordered for students to cover course elements. Students are able to individualise their projects but will need to supply extra materials themselves.

Risk Statement
As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.
Hospitality Practices

Aims
Hospitality Practices aims to prepare students to enter the vocational pathway of the Hospitality industry. This is achieved by developing knowledge, understanding, and skills related to this area. This subject forms part of the general education of the student and successful completion will prepare and assist students for an effective role in pre-vocational courses, traineeships and careers offered within all areas of the Hospitality industry.

Areas of Study
Topics covered within the course include:
• The Hospitality industry
• Communicating effectively in the Hospitality industry
• Cultural awareness in the Hospitality industry
• Workplace health, hygiene and safety issues
• Hospitality event management
• Practical skills are developed and built upon throughout each topic.

Special Subject Advice
Students enrolled in this subject require a laptop.

It is not essential to have had previous experiences in working with foods, however, study of Practical Cookery or Food and Design Technology at Year 9 is an advantage.

Students must wear closed in black leather lace up shoes.

Assessment/Workload
Assessment will be dimension based and will cover:
• Knowledge and Understanding
• Examining and applying
• Planning and evaluating
Assessment tasks will include practical cookery tasks, assignments, folios and written tests.

Associated Subject Costs: Compulsory Costs
A major portion of the subject is participation in practical areas. Students will be required to provide ingredients on a regular basis (once or twice a week) for individual ‘take home’ cookery. The emphasis of hospitality practical work is cookery suited to coffee shops and restaurants. These costs should be considered (discussed with the Head of Department if necessary) before selecting the subject. Black closed in lace-up leather shoes that protect the upper part of the foot. Long black pants and white blouse/shirt are required for functions.

Risk Statement
As this is a practical subject, students will be using various kitchen utensils (knives), and electrical appliances (frypans, beaters).

It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with utensils/appliances each before they operate it.
Industrial Graphics Skills

Aim
Industrial Graphics skills are drawing skills used by manufacturing industries when transforming raw materials into products wanted by society.

Industrial Graphics Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Areas of Study
Areas of study include:
- Engineering drafting
- Building and Construction drafting
- Furnishing drafting.
All of the above areas will incorporate 2D and 3D drawing systems and use a combination of freehand and Computer Aided Design (CAD) techniques.

Special Subject Advice
Students enrolled in this subject require a laptop that meets the minimum specifications for Autodesk products.

Any student studying Building and Construction Skills, Engineering Skills or Furnishing Skills would benefit from doing this subject as it compliments any of these trade based subjects.

Assessment/Workload
Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.

Industrial Graphical projects require high levels of accuracy and attention to detail across the entire package of work, as such they can be very time consuming to complete to a high standard.

Career Links
A course of study in Industrial Graphics Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. The course also offers a good base for students that may wish to pursue vocational technical drawing courses.
Information and Communication Technology

Aims
Information and Communication Technology Studies is concerned with using computers and digital technology to provide practical solutions to real life or simulated real life problems. As most facets of modern life incorporate technology, this is a valuable subject for students to develop the confidence to adapt and make the most of this constantly changing world.

The subject’s approach promotes confident, competent and self-motivated users, and consumers of a wide range of software and hardware. Students should also be able to be responsible users of ICTs, and be aware of the social, environmental and legal impacts of their actions.

The subject, Information and Communication Technology, will provide you with opportunities to explore, experience and learn knowledge and practical skills that are highly valued across work, business, government, education and leisure contexts.

Areas of Study

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<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>• Digital Literacy</td>
<td>• My Digital Profile</td>
<td>• Gaming – Advanced</td>
</tr>
<tr>
<td>• Programming Web Pages - HTML</td>
<td>• Graphic Design</td>
<td>• Presenting Me – development</td>
</tr>
<tr>
<td>• Document Production</td>
<td>• Exploring Mobile Applications</td>
<td>of a personal digital presence</td>
</tr>
<tr>
<td>• Website Development</td>
<td>• Gaming Beta</td>
<td>online. Producing a web</td>
</tr>
<tr>
<td>• Games Development</td>
<td></td>
<td>resume including video, images</td>
</tr>
<tr>
<td>• Managing Data</td>
<td></td>
<td>and text.</td>
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</tbody>
</table>

Special Subject Advice
Student enrolled in this subject require a laptop.

Students also require:
• A set of headphones
• Access to a device or devices that can take quality still images and short videos.

Assessment/Workload
This subject takes a task oriented approach using ICTs to solve problems and complete simulated tasks in the following contexts, On-Line Communication, Website Development, Digital Imaging, Game Development and Document Production. A variety of software applications are used including Photoshop, InDesign, Dreamweaver, Illustrator, and Microsoft Office applications.

A variety of assessment techniques are used to judge student achievement, these will include: class projects, demonstration of practical skills, exams and presentation of work folios.

Possible Career Links
• Graphic Designer
• Systems Designer Multimedia and Web Design
• Computer Support
• Help Desk
• Digital Media Support
• Call Centre
• Self-Employment
Media Arts in Practice

Aims
This course is designed to provide students with broad based knowledge and skills required to be able to work in the multimedia industry in a variety of sectors, including digital photography, computer imaging, graphic design, website design and animation. This course is purely computer based and taught in a computer room using a variety of digital technologies. Multimedia is no longer isolated to the designing profession, in today’s work force, students who possess these skills have a marked advantage.

At the successful completion of the course students would be able to:
- Demonstrate knowledge of computer hardware and various software
- Gain an insight into the industry’s sectors and career opportunities
- Demonstrate graphic design skills
- Creating multi-media products
- Game character design and game design
- Gain skills in operating a digital camera and general photography.
- Manipulate and edit digital images using Photoshop, Illustrator, etc.
- Learn to build and maintain websites
- Learn various forms of animation
- Learn to edit audio and video.

Areas of Study
Throughout the senior years students will be studying the following: photography, image editing and manipulation, animation, video and audio editing, industry knowledge and following a design process.

Special Subject Advice
Students enrolled in this subject must bring their own set of headphones or small earbuds to every lesson.

Pre-requisites
It is not essential for students to have completed Year 9 Media studies however it is strongly recommended.

Assessment/Workload
Assessment will be ongoing throughout the course and evidence will be collected in portfolio form.

Due to the nature of the course, with supplied equipment and software, most assessment work takes place during class time. Thus, there is an expectation that students will make good use of class time by working consistently on their assessment.

Risk Assessment
Students will be working with electrical equipment and taking photos in and around the school.
Recreation

Aims
Through its focus on the study of recreation activities, this section of the Recreation Study Area Specification aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, and thereby enhance their prospects of employment.

Special Subject Advice
- It is recommended that students enrolled in this course have a laptop.
- Students may only choose one Recreational Studies subject – Soccer Focus or General Focus.
- Students must achieve a minimum of a ‘C’ in HPE in order to be selected for this subject. Students require an interest in coaching and participation in physical activity and the development of physical skills, and an interest in pursuing a career in the recreation and fitness industry.
- It is expected that ALL students choosing this subject participate in interschool sport, (Wednesdays) by playing, coaching or administrating.
- Students who do not meet the required standard for this subject may be permitted entry following a successful interview with the Head of Department Health and Physical Education (David Cooke).
- Students must wear their Sports uniform and school cap to all Practical classes.

Assessment/Workload
- Individual and Group Assignment Tasks
- Written tests (First Aid)
- Performance Tests in Recreational Activities
- Observation of applied skills, strategies, and tactics in match situations, coaching.
- Students may be able to participate in Work Experience over the final two years of the course.

Content: Students will study the following concepts throughout the two year course of study.
- Recreation, you and the community – examining the effects of recreation on individuals and communities.
- Physical activity and healthy lifestyle – investigating the role of physical activity in maintaining good health.
- Safety, risk awareness and health concerns – evaluating strategies to promote health and safety
- Interpersonal and group dynamics – investigating personal and interpersonal skills to achieve goals.

While studying these theory components, students will engage in a range of practical areas which may include: Table Tennis, Touch Football, Weights, Snooker, Basketball, Water Polo and Futsal.

Associated Subject Costs
The Text and Resource Hire charge covers costs of most consumables, such as equipment, and course related materials. Students will be expected to pay extra for additional activities such as entry costs to some sporting and recreational facilities or any educational excursions not included in the Text and Resource Hire Scheme. Students will be informed of these amounts in advance.

Risk Statement
Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.
Visual Arts in Practice

This course encourages personal development in a variety of creative media and techniques. Students with a creative flair are given the opportunity in this course to explore their talents in a diverse range of specialisation areas. The learning experiences are predominantly practical however students are encouraged to explore the history and theory related to particular areas.

These specialised studies give students a variety of knowledge, concepts and practices useful for further study or freelance work in the Creative Arts Industries.

Content
This subject provides students with practical and conceptual skills in the areas of:
- painting
- printmaking
- drawing
- research of artists and art movements
- sculpture
- health and safety procedures
- textiles.

Special Subject Advice
Students enrolled in this subject require a laptop.

It is not essential for students to have completed junior art however it is recommended. Students are expected to provide basic drawing equipment such as pencils, erasers, fine tip black pens and coloured pencils. Most student work will be completed at school, however, some planning and preparation may need to be undertaken at home.

Assessment/Workload
Assessment is ongoing and progress will be assessed in individual units. A folio of drawings and planning is submitted with the completed tasks.

Associated Subject Costs
Since Art is a subject requiring a considerable amount of consumable materials, students are required to pay a consumable fee of $70.00 in Year 11 and in Year 12 (above and beyond the Student Resource Scheme charge). Students are expected to own their own visual diary, pencils, a fine tip black pen, glue stick and 2B, 4B pencils. Students will pay extra if they use materials in excess of the amount allocated.

Risk Statement
As this is a practical and creative subject, students may use various cutting tools, paint, dye, clay, pre-mixed glazes, plaster, wire, printing materials and equipment, ink and glues.