



MANSFIELD STATE HIGH SCHOOL

Senior Curriculum

COURSE SELECTION BOOKLET 2018

NAME: _____

2017 SDP CLASS: _____

Students need to retain this booklet until the end of Year 12.
A replacement copy will incur a charge of \$10.

Printed ## Month 2017.



At

Mansfield State High School

WE TAKE PRIDE IN:

- high academic standards
- high standards of behaviour
- high standards of presentation
- achievement through maximum effort
- cultural, service and sporting achievements
- embracing individual differences
- valuing the contribution of all individuals
- promoting individual self-esteem
- promoting and utilising technology appropriately
- promoting quality leadership and teamwork
- a rewarding partnership between school and community.

WE ARE COMMITTED TO:

- promoting the best interests of students
- personal achievement and success
- accepting personal accountability.



Mansfield High School

Year 10 into 11

COURSE SELECTION

1. Year 10 students receive their Course Selection Booklet and their QTAC Booklet.
2. A subject selection evening for Year 10 students and their parents is conducted on:
 - Monday 14 August 2017 beginning at 6.30pm
 - In the School Hall.
 - The evening entails a talk by Administration, followed by the opportunity for parents and students to view displays and have discussions with staff and students representing the various subjects.
 - Students need to bring their Course Selection Booklet, their QTAC Booklet and a biro.
3. In the next week: Students may seek advice from Guidance Officers, subject teachers etc and then complete their selection at home in the book.
4. By **FRIDAY 1 September 2017:**

Students return **at their SET planning interview:**

- ☐ Completed yellow *Subject Selection form* **AND**
- ☐ Complete their course selections online as a part of their SET Plan.
Log on to Mansfield website www.mansfieldshs.eq.edu.au and click on *Oneschool* website – bottom right hand corner in Quicklinks.
(<https://oslp.eq.edu.au>)

5. After 1 September: If there are difficulties, Ms Hamilton or the Guidance Officers will have discussions with the student and possibly the parent.
6. Students will be informed of their final selection before they finish school this year.
7. Note the prerequisites for each subject.

REGISTERED TRAINING ORGANISATION

Provider number: 30396

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MANSFIELD QLD 4122**

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MT GRAVATT QLD 4122**

**Telephone 3452 5333
Facsimile 3452 5300**

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Website: www.mansfieldshs.eq.edu.au**

| TABLE OF CONTENTS | Page Number |
|--|--------------------|
| GENERAL INFORMATION | |
| Introduction | 4 |
| Authority & Authority-Registered subjects | 5 |
| Queensland Certificate of Education | 7 |
| Choosing Senior subjects (a guide) | 8 |
| Glossary of terms | 10 |
| Overall and field positions | 11 |
| Calculating field positions | 12 |
| Subject Weights' tables | 14 |
| ARTS DEPARTMENT | |
| Visual Art | 16 |
| <i>Visual Arts in Practice</i> | 17 |
| Dance | 18 |
| Drama | 19 |
| Film, Television and New Media | 20 |
| <i>Media Arts in Practice</i> | 21 |
| BUSINESS EDUCATION DEPARTMENT | |
| Accounting | 22 |
| Business Communication and Technologies | 23 |
| Business Management | 24 |
| <i>Business Studies</i> | 25 |
| Legal Studies | 26 |
| ENGLISH DEPARTMENT | |
| English | 27 |
| <i>English Communication</i> | 28 |
| HEALTH AND PHYSICAL EDUCATION DEPARTMENT | |
| Physical Education | 29 |
| Health Education | 30 |
| <i>Recreation</i> | 31 |
| HUMANITIES DEPARTMENT | |
| Ancient History | 32 |
| Economics | 33 |
| Geography | 34 |
| Modern History | 35 |
| INFORMATION TECHNOLOGY DEPARTMENT | |
| <i>Information and Communications Technologies Studies</i> | 36 |
| Information Processing and Technology | 37 |
| Information Technology Systems | 38 |

| TABLE OF CONTENTS | Page Number |
|--|--------------------|
| LANGUAGES DEPARTMENT | |
| Advanced French/French Extension | 39 |
| French | 40 |
| Japanese | 41 |
| MATHEMATICS DEPARTMENT | |
| Mathematics A | 42 |
| Mathematics B | 43 |
| Mathematics C | 44 |
| <i>Pre-Vocational Mathematics</i> | 45 |
| MUSIC DEPARTMENT | |
| Music | 46 |
| Music Extension | 47 |
| PRACTICAL ARTS DEPARTMENT | |
| <i>Early Childhood</i> | 48 |
| Engineering Technology | 49 |
| Graphics | 50 |
| Home Economics | 51 |
| <i>Manufacturing – Industrial Technology Skills</i> | 52 |
| <i>Manufacturing – Furnishing Studies</i> | 53 |
| Technology Studies | 54 |
| Hospitality Studies | 55 |
| <i>Catering</i> | 56 |
| SCIENCE DEPARTMENT | |
| Biology | 57 |
| Chemistry | 58 |
| Science 21 | 59 |
| Physics | 60 |
| SENIOR SCHOOLING DEPARTMENT | |
| <i>TAFE Courses</i> | 61 |
| <i>Work Experience</i> | 62 |
| <i>School-Based Apprenticeships & Traineeships</i> | 63 |
| TEACHING AND LEARNING DEPARTMENT | |
| Links with Universities | 64 |
| ADDITIONAL INFORMATION | |
| Subject Selection Form | 65 |
| Subject Costs (approximate) | 66 |
| Prerequisites for Senior Authority subjects | 67 |
| For your note-taking | 68 |

INTRODUCTION

This booklet is provided to assist students and their parents in making an appropriate selection of subjects for Years 11 and 12.

A wise choice of subjects has a vitally important bearing on results and outcomes at school, success in studies, and the range of options available for further study or for entry to a desired vocation.

The Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) means that:

Students stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week, young people need to:

- stay in education or training for 2 more years, or
- get a Queensland Certificate of Education (QCE), or
- get a Certificate III vocational qualification or higher, or
- turn 17, whichever comes first.

There is an exception for young people working at least 25 hours per week. All young people must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before turning 16. For more information on the education and training reforms see Queensland Curriculum and Assessment Authority website (www.qcaa.qld.edu.au).

As part of these reforms, all Year 10 students will develop a Senior Education and Training Plan (SET Plan) that sets out their intended learning outcomes (ILO) or activities after Year 10, and their ILO is recorded on their QCAA registration.

Mansfield High students have completed a Careers Education program to assist them to develop intended outcomes which they will record on their SET Plan. Members of the administration and teaching staff, and the Guidance Officers, will provide assistance to parents and students in selecting the best combination of subjects for individual students. **The SET Plan is completed online as part of the subject selection process.** The students' SET Plans also show their QCAA Learner Unique Identifier (LUI) and password to enable students to access their QCAA Learning Accounts, undertake TAFE or University subjects whilst at school and to apply for University or TAFE after Year 12 via QTAC.

This booklet should also be read in conjunction with the booklets students received in their careers classes. The contents of this booklet should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements and relative difficulty of each subject. Especially helpful at this point are the handouts in the Careers Unit booklet: What Next?; Staying or leaving; Options after Year 12, Pathways to further education and training; What level of further study do I need?; Choosing senior subjects; and Occupations related to subjects in year 11 and 12. .

Students and parents must carefully note whether there is any prerequisite study in Years 9 and 10 for a subject being considered for Years 11 and 12, and should take this into consideration when selecting the Year 11/12 course. The prerequisite subjects set down for any tertiary courses that might possibly be undertaken after Year 12 need to be considered also. Please consult the **Jobguide** (available online) for education and training requirements for careers or jobs of interest and then the **QTAC Tertiary Prerequisite 2020** booklet for the prerequisite subjects for entry to tertiary courses.

THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

(NB All information is correct at the time of printing. See Queensland Curriculum and Assessment Authority website for further information: www.qcaa.qld.edu.au or call 3864 0299 or email office@qcaa.qld.edu.au.)

A Queensland Certificate of Education will be awarded to young people only if their course of study satisfies some specific requirements:

- A significant amount of learning
- A set standard of achievement
- There is also a literacy and numeracy requirement.

A Significant amount of learning

A QCE will be awarded when a student has achieved:

- **20 credits;**
- **A minimum of 12 credits from completed core courses of study; and**
- **The remaining 8 credits from a combination of core, preparatory, enrichment, advanced courses of study.**

A Set standard of Achievement

The set standard for Authority/ Authority-registered subjects is a Sound level of Achievement

For VET certificates, the set standard is completion

For other courses of study recognised or approved by the QCAA, the set standard is a Pass or the equivalent.

The QCE at a glance...Planning your Pathway table on the adjoining page provides additional information.

AUTHORITY AND AUTHORITY-REGISTERED SUBJECTS

The school offers both Authority subjects and Authority-Registered School subjects. Authority subjects are developed and moderated by the QCAA. Authority-Registered School subjects based on Subject Area Specifications, are jointly developed by the Queensland Curriculum and Assessment Authority and Industry, and must meet the Australian Qualification Training Framework Standards. At the conclusion of the two-year course covering Years 11 and 12, the student will be eligible to receive the QCAA Senior Statement, listing all learning and results, including the QCS Test result. Students will get a Senior Statement whether or not they qualify for a QCE, a Queensland Certificate of Education (QCE) (if eligible) and a Tertiary Entrance Statement which gives OP and FPs (if OP eligible).

The ratings are:

| | | | |
|-----------------------|-------|--------------------------|-------|
| Very High Achievement | (VHA) | Limited Achievement | (LA) |
| High Achievement | (HA) | Very Limited Achievement | (VLA) |
| Sound Achievement | (SA) | | |

ENTRY TO TERTIARY COURSES

Peruse the QTAC Tertiary Prerequisites 2020 booklet.

Standard entry to most tertiary courses at participating Queensland Tertiary Institutions is on the basis of Year 12 certification by the Queensland Curriculum and Assessment Authority (QCAA) or by equivalent authorities elsewhere in Australia or overseas. Year 12 students in Queensland will generally be selected on the basis of their OP, or for those not obtaining an OP, on the basis of their achievements in subjects recorded on their Senior Statement and, if available, their result in the Queensland Core Skills Test (QCST). These students receive a Rank Score reported in bands from 99 (99 being the highest).

Selection for each course will then follow these steps:

1. Applicants must meet prerequisites.
2. Applicants will then be considered in order of OP/rank band, OP1/Rank 99 being considered before OP2 etc.
3. In a few cases this may still prove to be insufficient to select students so additional criteria may be used, eg. Field Positions.


It is also important to note that subject prerequisites *CAN* change from year to year and so students must check the QTAC Tertiary Prerequisites 2020 booklet or institution directly to ensure that information in printed materials they have received is up-to-date.

Students also have the opportunity to participate in the School-Based Apprenticeship/Traineeship scheme after meeting certain requirements.

UNIVERSITY BONUS RANK SCHEMES

Universities will provide bonus ranks to specific senior subjects as identified by individual universities.

Best of wishes to students for their Senior studies. Thank you in advance to parents/guardians for their support of their student.



Mrs Karen Tanks
Principal

NOTE: We believe that all information in this booklet is correct at the time of printing. However it is subject to change. Students will be advised of changes as required.

To gain a **QCE**
students need

an AMOUNT
of LEARNING

20 credits

at a SET STANDARD

Sound Achievement,
Pass or equivalent

in a SET PATTERN

at least 12 credits
from completed
Core courses of study

+

an additional 8 credits
from a combination of
any courses of study

+

meet literacy and
numeracy requirements.

Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (*see opposite*).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (*see opposite*).

Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for interstate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

Learning options and credit values

| COURSE | CREDIT |
|--|---|
| CORE | |
| CORE courses: usually undertaken by students in the senior phase of learning undertaken while enrolled at a school. | At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school. |
| Authority or Authority-registered subjects | Per course (4 semesters) 4 |
| Subjects assessed by a Senior External Examination | 4 |
| VET Certificate II, III or IV qualifications (includes school-based traineeships) | Certificate II 4 Certificate III & IV 5, 6, 7 or 8 Certificate III competencies Up to 2 On-the-job component 4 |
| School-based apprenticeships that incorporate on-the-job training | 4 |
| Tailored training programs | 4 |
| Recognised international learning programs | Per course 4 |
| PREPARATORY | |
| PREPARATORY courses: generally used as stepping stones to further study | A maximum of 6 credits can contribute. |
| VET Certificate I qualifications | (Max. of 2 qualifications can count) 2 or 3 |
| Employment skills development programs approved under the VET Act 2000 | (Max. of 1 program can count) 2 |
| Re-engagement programs | (Max. of 1 program can count) 2 |
| Recognised certificates and awards | As accredited by QCAA |
| Short course in literacy or short course in numeracy developed by the QCAA | Per course 1 |
| ENRICHMENT | |
| ENRICHMENT courses: add value or complement Core courses of study | A maximum of 8 credits can contribute. |
| Recognised certificates and awards | As accredited by QCAA |
| Recognised structured workplace or community-based learning programs | As accredited by QCAA |
| Learning projects — workplace, community, self-directed | 1 |
| Authority extension subjects, such as English Extension | 2 |
| Career development: A short course senior syllabus | 1 |
| School-based subjects | As accredited by QCAA |
| ADVANCED | |
| ADVANCED courses: go beyond senior secondary schooling | A maximum of 8 credits can contribute. |
| One or two-semester university subjects completed while enrolled at a school | One-semester subject 2 Two-semester subject 4 |
| Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school | Up to 8 credits (1 credit per competency) |
| Recognised certificates and awards | As accredited by QCAA |

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSX20113 Certificate II in Skills for Work and Vocational Pathways
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy.

CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

- you enjoy
- you have achieved in or feel
- confident of achieving good results
- reflect your interests and abilities
- help you reach your career and
- employment goals
- will develop skills, knowledge and attitudes useful throughout your life.

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

GUIDELINES

1. Find out about occupational Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your guidance officer will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you. The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Australia's national career information service, called myfuture, at <http://www.myfuture.edu.au>

The Job Guide information and data can be accessed on The Good Universities Guide at www.gooduniversitiesguide.com.au

Information about apprenticeships can be found on the Australian Apprenticeships website - <https://www.australianapprenticeships.gov.au>

The QTAC Guide is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC). www.qtac.edu.au

The Tertiary prerequisites 2020 book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2020.

Tertiary entry: Internal Year 12 students without OPs is a handout that is available from QTAC's website at <http://www.qtac.edu.au>

The Queensland TAFE Handbook is available at <http://www.tafe.qld.gov.au/>.

2. Find out about the subjects

Your school will offer the following types of subjects:

Authority subjects

- These subjects, approved by the Queensland Curriculum Assessment Authority (QCAA), are offered state wide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Queensland Certificate of Education and are used in the calculation of OPs and selection ranks. Some Authority subjects may have accredited vocational education modules embedded in them. These modules will also appear on your Queensland Certificate of Education.

- Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult.

- Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.

- Many Authority subjects may be taken in Year 11 without prior study of similar subjects. It would be very difficult, however, to attempt subjects such as Mathematics B or C, Chemistry, Physics, Music and languages without successful background study in related Year 10 subjects.

Authority-registered subjects

Authority-registered subjects are those based on QCAA developed Study Area Specifications or developed by the school for which a school's study plan or work program is accredited. Achievements in these subjects are recorded on the Queensland Certificate of Education. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

Vocational education and training (VET)

Student achievement in accredited vocational education modules (whether embedded in Authority or Authority-registered subjects) is based on industry-endorsed competency standards and is recorded on the Queensland Certificate of Education. The Queensland Certificate of Education is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.

Other

Subjects other than an Authority or Authority-registered subject, offered by a school or other educational institution and approved by the QCAA. Recorded subjects include approved TAFE subjects or qualifications from Registered Training Organisations (RTO)

3. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines provided by your school.
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

4. Choose a combination of subjects that suits your needs and abilities

Traps to avoid

- Do not select subjects simply because someone has told you that they “will help you get a better OP”.
- Consider other peoples’ opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

Vocatioanl Education and Training (VET)

Consider taking subjects with VET modules embedded in them if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

Tertiary entrance

If you wish to study degree or diploma courses at university or TAFE after Year 12:

- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary Prerequisites 2020.
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects). At least three subjects must remain unchanged throughout Years 11 and 12. You must also sit for the Queensland Core Skills Test.

A small number of Year 12 studetns who are ineligible for an OP gain entry to tertiary courses on the basis of a slection rank. Most of these studetns apply for diploma and adnavced diploma courses.

School-based Apprenticeships and Traineeships (SATs)

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

5. Be prepared to ask for help

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, heads of departments, guidance officers or counsellors, deputy principals and the principal. Don’t be afraid to seek their assistance. They are all prepared to help.

Adapted and updated from Curriculum Division, Education Queensland October 2007 document: “Choosing Senior Subjects”.

GLOSSARY OF TERMS

The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed from your school.

- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.
- **Articulation** is the process used to progress from one level of qualification to another.
- **The Australian Qualifications Framework (AQF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.
- **Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority and Authority-registered subjects may attract credit towards study in a TAFE qualification.
- **Field Positions (FPs)** rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.
- **Overall Position (OP)** indicates students' rank order position in the state reported in bands from 1 (highest) to 25. See your guidance officer for details of eligibility rules for an OP.
- **Queensland Certificate of Education (QCE)** is a school based qualification awarded to young people at the completion of the senior phase of learning, Usually at the end of Year 12. It confirms a student's achievement of:
 - a significant amount of learning
 - a set standard of achievement
 - meeting literacy and numeracy requirements.
- **Queensland Core Skills (QCS) Test** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FPs, the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.
- **Prerequisite:** A subject or qualification required for eligibility for entry to a particular course of study or employment.
- **Queensland Tertiary Admissions Centre (QTAC)** acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, to provide application materials, and to receive and process applications.
- **Recognition of Prior Learning (RPL)** is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.
- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.
- **Selection ranks** are calculated for tertiary applicants who are not school leavers or are Senior students not eligible for an OP. For Senior students who are not eligible for an OP, the selection rank is determined by results recorded on the Senior Certificate and the Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest).

OVERALL FIELD POSITIONS

OVERALL POSITION (OP)

- Compares overall student achievement
- Uses the results of a student's best 100 weighted semester units (WSU) in Authority subjects studied during Years 11 and 12
- Requires at least 3 Authority subjects to be studied for all 4 semesters
- Uses equal weightings for all subjects in the calculation
- Involves scaling using group results on the QCS Test
- Reports students' positions in bands from 1 (highest) to 25 (lowest).

FIELD POSITION (FP)

- Provides information on how students achieve relative to others in important skill areas of the Senior Curriculum (see below)
- Compares students' achievements in up to 5 fields
- Involves weighting each subject result according to that subject's emphasis on the area of skills defined by the field
- Is calculated only if the student is eligible for an OP
- Requires completion of 60 weighted semester units (WSU) of Authority subjects for eligibility
- Uses the best 60 WSU of Authority subjects for calculations
- Involves scaling using group results on the QCS Test
- Reports students' positions in bands from 1 (highest) to 10 (lowest)
- Is subsidiary to the OP.

HOW HAVE THE FIELDS BEEN DESCRIBED?

| FIELD | DESCRIPTION |
|-------|---|
| A | Extended written expression involving complex analysis and synthesis of ideas |
| B | Short written communication involving reading comprehension and expression in English or a Foreign language |
| C | Basic numeracy involving simple calculations and graphical and tabular interpretation |
| D | Solving complex problems involving mathematical symbols and abstractions |
| E | Substantial practical performance involving physical or creative arts or expressive skills |

ELIGIBILITY FOR FIELD POSITIONS

In order to determine eligibility for field positions, please follow these steps.

1. Write your Top 6 subjects (from your subject selection list) in the spaces underneath "My subject selection for Year 11 is....."
2. Next to each subject, in the columns headed A to E, write the subject's weighting by consulting the "Table of Subject Weights for Fields".

CALCULATING FIELD POSITIONS

Example:

| Subject | Weights | | | | |
|-----------------------|---------|------|------|------|------|
| | FP-A | FP-B | FP-C | FP-D | FP-E |
| 1. Physical Education | 3 | 1 | 3 | 2 | 5 |
| 2. English | 5 | 4 | 1 | N/A | 3 |
| 3. Mathematics A | 1 | 2 | 5 | 4 | N/A |
| 4. Home Economics | 3 | 4 | 3 | 2 | 4 |
| 5. Science21 | 4 | 4 | 5 | 4 | 2 |
| 6. French | 1 | 5 | 1 | N/A | 3 |
| | 17 | 20 | 18 | 12 | 17 |

These weightings are for one semester. If the total under the column equals 15 or more, the student is eligible in this field.

In the above case, the student would be eligible in all fields except the D field.

(At the end of Year 12, FP weightings would be multiplied by 4, thus students would need a total of at least 60 in a field, to be eligible for that field position.)

- Students taking **one** registered subject will only write their 5 Authority subjects down. Students taking more than one registered subject will **not** be eligible for Field Positions.

Determining Subject Weights

In the determination of Overall Positions (OPs), all subjects are weighted equally (that is, they are all weighted at 5). For Field Positions (FPs), subjects are weighted unequally. That is, all subjects do not contribute equally to the determination of each FP.

Field Positions involve weighting each subject result according to the emphasis in each subject on assessment in skill areas defined by the field. The extent to which a subject contributes to each FP depends on the weighting of that subject in the particular field.

The weights for use in the calculations for students in Year 12 in 2019 are shown in the table.

More information

For further information email office@qcaa.qld.edu.au or phone (07) 3864 0299.

CALCULATING FIELD POSITIONS

COMPLETE THIS PAGE TO HELP YOU WITH YOUR PLANNING

| | | |
|----------------------------|----|----|
| Subjects I do BEST in are: | 1. | 5. |
| | 2. | 6. |
| | 3. | 7. |
| | 4. | 8. |

| | |
|--------------------------|----|
| My CAREER interests are: | 1. |
| | 2. |
| | 3. |
| | 4. |

| | |
|----------------------------|---|
| After Year 12 I intend to: | <input type="checkbox"/> Seek employment |
| | <input type="checkbox"/> Go to TAFE |
| | <input type="checkbox"/> Go to University |
| | <input type="checkbox"/> Complete part-time study |

Courses for which I would like to consider applying include:

| Name of course | Institution | Prerequisites | Field positions Primary Secondary |
|----------------|-------------|---------------|--------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

My subject selection for Year 11 is:

| SUBJECT | Field position weighting | | | | |
|------------------------|--------------------------|---|---|---|---|
| 1. | A | B | C | D | E |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| Totals for each column | | | | | |

With these subjects I will be eligible for the following fields: _____

SUBJECT WEIGHTS TABLE

Field Position subject weights

Year 12 in 2018

This table is for the use of Queensland students in Year 12 in 2018.

| Syllabus | Year | Field A | Field B | Field C | Field D | Field E |
|---|------|---------|---------|---------|---------|---------|
| Aboriginal and Torres Strait Islander Studies | 2009 | 2 | 3 | 1 | N/A | 3 |
| Accounting | 2010 | 3 | 3 | 5 | 3 | 1 |
| Aerospace Studies | 2011 | 3 | 4 | 4 | 4 | 2 |
| Agricultural Science | 2013 | 3 | 3 | 4 | 3 | 3 |
| Ancient History | 2004 | 5 | 4 | 2 | N/A | 3 |
| Arabic | 2009 | 1 | 5 | 1 | N/A | 3 |
| Biology | 2004 | 5 | 4 | 4 | 3 | 2 |
| Business Communication and Technologies | 2012 | 3 | 4 | 4 | 3 | 3 |
| Business Management | 2013 | 4 | 3 | 4 | 3 | 2 |
| Chemistry | 2007 | 4 | 3 | 5 | 5 | 2 |
| Chinese | 2008 | 1 | 5 | 1 | N/A | 3 |
| Chinese Extension | 2011 | 2 | 5 | 1 | N/A | 4 |
| Dance | 2010 | 2 | 1 | 1 | N/A | 5 |
| Drama | 2013 | 3 | 2 | 1 | N/A | 5 |
| Earth Science | 2000 | 3 | 3 | 4 | 3 | 2 |
| Economics | 2010 | 5 | 5 | 4 | 3 | 1 |
| Engineering Technology | 2010 | 3 | 2 | 5 | 5 | 3 |
| English | 2010 | 5 | 4 | 1 | N/A | 3 |
| English Extension | 2011 | 5 | 2 | 1 | N/A | 2 |
| English for ESL Learners (extended trial) | 2007 | 3 | 4 | 1 | N/A | 3 |
| Film, Television and New Media | 2005 | 3 | 2 | 2 | N/A | 5 |
| French | 2008 | 1 | 5 | 1 | N/A | 3 |
| French Extension | 2009 | 2 | 5 | 1 | N/A | 4 |
| Geography | 2007 | 4 | 5 | 4 | 3 | 2 |
| German | 2008 | 1 | 5 | 1 | N/A | 3 |
| German Extension | 2009 | 2 | 5 | 1 | N/A | 4 |
| Graphics | 2013 | 1 | 3 | 5 | 3 | 4 |
| Health Education | 2010 | 5 | 2 | 3 | 2 | 2 |
| Home Economics | 2010 | 3 | 4 | 3 | 2 | 4 |
| Hospitality Studies | 2012 | 2 | 3 | 3 | 2 | 4 |
| Indonesian | 2008 | 1 | 5 | 1 | N/A | 3 |
| Indonesian Extension | 2009 | 2 | 5 | 1 | N/A | 4 |
| Information Processing and Technology | 2010 | 3 | 2 | 4 | 4 | 3 |



QCAA

Queensland Curriculum
& Assessment Authority

For all Queensland schools

SUBJECT WEIGHTS TABLE (CONTINUED)

| Syllabus | Year | Field A | Field B | Field C | Field D | Field E |
|--------------------------------|------|---------|---------|---------|---------|---------|
| Information Technology Systems | 2012 | 3 | 3 | 3 | 3 | 3 |
| Italian | 2008 | 1 | 5 | 1 | N/A | 3 |
| Japanese | 2008 | 1 | 5 | 1 | N/A | 3 |
| Korean | 2008 | 1 | 5 | 1 | N/A | 3 |
| Latin | 2008 | 2 | 5 | 1 | N/A | 2 |
| Legal Studies | 2013 | 5 | 4 | 2 | 1 | 2 |
| Marine Science | 2013 | 3 | 3 | 4 | 3 | 3 |
| Mathematics A | 2008 | 1 | 2 | 5 | 4 | N/A |
| Mathematics B | 2008 | 1 | 2 | 5 | 5 | N/A |
| Mathematics C | 2008 | 1 | 2 | 5 | 5 | N/A |
| Modern Greek | 2008 | 1 | 5 | 1 | N/A | 3 |
| Modern History | 2004 | 5 | 4 | 2 | N/A | 3 |
| Music | 2013 | 3 | 1 | 2 | 1 | 5 |
| Music Extension | 2008 | 3 | 1 | 2 | 2 | 5 |
| Philosophy and Reason | 2014 | 5 | 3 | 3 | 3 | N/A |
| Physical Education | 2010 | 3 | 1 | 3 | 2 | 5 |
| Physics | 2007 | 4 | 3 | 5 | 5 | 2 |
| Polish | 2008 | 1 | 5 | 1 | N/A | 3 |
| Punjabi | 2012 | 1 | 5 | 1 | N/A | 3 |
| Russian | 2008 | 1 | 5 | 1 | N/A | 3 |
| Science21 | 2010 | 4 | 4 | 5 | 4 | 2 |
| Spanish | 2008 | 1 | 5 | 1 | N/A | 3 |
| Study of Religion | 2008 | 5 | 4 | 2 | N/A | 2 |
| Study of Society | 2012 | 5 | 4 | 3 | 2 | 2 |
| Technology Studies | 2013 | 2 | 1 | 4 | 3 | 4 |
| Vietnamese | 2008 | 1 | 5 | 1 | N/A | 3 |
| Visual Art | 2007 | 4 | 2 | 2 | N/A | 5 |

Field Positions (FPs)

A student may receive up to five FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

- Field A** — extended written expression involving complex analysis and synthesis of ideas
- Field B** — short written communication involving reading, comprehension and expression in English or a foreign language
- Field C** — basic numeracy involving simple calculations, and graphical and tabular interpretation
- Field D** — solving complex problems involving mathematical symbols and abstractions
- Field E** — substantial practical performance involving physical or creative arts or expressive skills.

ARTS DEPARTMENT

| Subject | VISUAL ART | 080 | ART | |
|--|------------|------------------|-----|------------------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| <p>Description</p> <p>The senior Art course is a two-year course. Visual Art is a powerful and persuasive means of communication in contemporary society. It is the means of personal expression by which students make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. The teaching and learning processes utilise an inquiry learning model, enabling multimodal thinking and individual responses through researching, developing and resolving. The course covers both making (practical) and appraising (theoretical) tasks.</p> <p>Making requires students to solve problems when creating artworks through a variety of concepts, focuses and contexts. Making is divided into two assessment areas: visual literacy and application. Visual literacy concerns the communication of meaning through visual art forms. Students may read, perceive, communicate, record, construct, process and think with imagery. Application concerns the use and manipulation of materials, techniques and processes. Students utilise and control media to innovatively construct and communicate meaning through their artwork or body of art works.</p> <p>Appraising concerns the critical analysis of art works in diverse contexts. This involves research, analysis, interpretation, evaluation and synthesis to make informed judgements and justify viewpoints. An extended writing task is mandatory; however, critiques of gallery exhibitions and presentations may be included to build a more complete student assessment profile.</p> <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> • <i>Appraising</i> tasks involve extended writing of at least 800 – 1200 words for each semester. • <i>Making</i> tasks involve completing at least two different folios or bodies of work each semester. <p>Semesters one and two are formative. Semesters three and four are summative and contribute to verification and the OP score.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i>. (Recommended, but not essential: Achieve at least a C in Year 10 <i>Art</i>.)</p> <p>Other information</p> <p>Success in the subject depends upon the student's natural ability, their initiative and tenacity to learn. Practical work is often quite time-consuming and consequently, students may need to put extra time into homework.</p> <p>Most needs are provided by the Art Department as part of the subject fee, but some specialised equipment/materials, an artist's diary and other sundry items, will need to be purchased by the student.</p> <p>Career options</p> <p>Architecture, Creative Industries, Graphic, Industrial and Interior Design, Fashion design, Industry and manufacture design, Education, Photography, Illustration, Animation, Film, Fine Art, Studio Art, Advertising, Magazine and News Publishing.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Ms S Pritchard (HOD) | | B08 | | 327 |

ARTS DEPARTMENT

| Subject | VISUAL ARTS IN PRACTICE | | 6415 | VAP |
|--|-------------------------|----|-----------|-----|
| This subject contributes towards an OP | YES | NO | | |
| | | ✓ | | |
| Description | | | | |
| <p>Visual Arts in Practice is a practical course that foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. Students engage in art-making processes and in making virtual artworks for a particular purpose and for a particular audience such as the creation of ceramic work suitable for sale at the local markets, or the design and production of merchandise for a school event. The subject focuses on the practical disciplines of ceramics, design, photography and craft.</p> <p>In each area of study, students of <i>Visual Arts In Practice</i> develop and apply knowledge, understanding and skills from three core topics: <i>Visual media, technologies and techniques; Visual literacies and contexts; and Artwork realisation</i>. Semester 1 and 2 of the course are designed to allow students to begin their engagement with the course content. Semester 3 and 4 consolidate student learning.</p> | | | | |
| Assessment | | | | |
| <p>The assessment techniques undertaken in the course consist of two projects and two products for each year of study. The project consists of two components. Component 1 is a product component, which is the production of an artwork. Component 2 is a written analysis or multimodal presentation. The product has one component and this refers to the production of an artwork only. Students may use class time and their own time to develop a response. Assessment is based on three criteria - knowing and understanding, applying and analysing, and creating and evaluating. Exit results are based on Year 12 marks only.</p> | | | | |
| Prerequisites | | | | |
| <p>It is advantageous for students to have studied Art previously in Years 9 and 10, but this is not obligatory.</p> | | | | |
| Other information | | | | |
| <p>The students' success depends upon their natural ability, their initiative and tenacity to learn. Practical work is often very time-consuming and consequently, students may need to put extra time into homework. Most resources are provided by the Art Department as part of the subject fee, but some specialised equipment/materials, an artist's diary and other sundry items, will need to be purchased by the student.</p> | | | | |
| Career options | | | | |
| <p>A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, visual merchandising, make-up artistry, advertising, photography, or ceramics.</p> | | | | |
| Teacher in charge | Staffroom | | Extension | |
| Ms S Pritchard (HOD) | B08 | | 327 | |

ARTS DEPARTMENT

| Subject | DANCE | 085 | DAN | |
|---|-------|------------------|-----|------------------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| <p>Description</p> <p>Dance is one of the few art forms that allows total expression of self, as well as being a form of exercise that offers a holistic approach to health including elements of physical, mental, spiritual, emotional and social health.</p> <p>By becoming involved in Dance, students can expect to develop an increased understanding of the complex factors associated with dance and its place in Australia's culture. Students will use their bodies to express personal and ubiquitous concepts, exploring the diverse genres, styles and contexts of dance by developing their skills through a chain of skill acquisition processes known as cognitive, associative and autonomous.</p> <p>The study of Senior Dance encourages students to develop insights into the world in which they live, and promotes an understanding of their own culture as well as sensitivity to other cultures.</p> <p>Students will develop many skill techniques in Senior Dance. In addition to the aforementioned skills, students will learn and be assessed by learning how to choreograph, perform and appreciate dance works.</p> <p>Choreography</p> <p>Students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social ideas, tell stories or to entertain.</p> <p>Performance</p> <p>Students gain understandings of technical competencies and expressive skills. By reflecting on, responding to and evaluating various dance genres and styles, students develop an awareness of how and why dance reflects the contexts in which it is created. It is this understanding that informs their dance making and their</p> <p>Assessment</p> <p>Students are assessed across the three dimensions of study: choreography, performance and appreciation. Each semester includes an assessment that utilises these three components of Dance totalling twelve assessable items over the two year period.</p> <p>Assessment tasks in Dance may include: formal exams, multimedia presentations, group or solo performances, performances of professional repertoire, indigenous Australian dance, and improvisation.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i>. Some Dance experience is advantageous. An interview might be requested.</p> <p>Other information</p> <p>Students undertaking this subject should have high personal motivation, an ability to work independently, and a willingness to work in teams.</p> <p>Career options</p> <p>Some career options include: Professional performers, independent, pre-school, primary and secondary teachers, stage engineers, designers and managers, arts administrators, arts librarians, art critics.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Ms S Pritchard (HOD) | | B08 | | 327 |

ARTS DEPARTMENT

| Subject | DRAMA | 088 | DRA | |
|--|-------|------------------|-----|------------------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| <p>Description</p> <p>Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies.</p> <p>Drama is explored through the dimensions of <i>forming</i>, <i>presenting</i>, and <i>responding</i>. These three dimensions are interrelated and complementary. The synthesis of these enables students to create and communicate dramatic meaning.</p> <p>When <i>forming</i>, students create, shape and manage drama through the application, manipulation and structuring of the dramatic languages.</p> <p>When <i>presenting</i>, students manipulate the dramatic languages to realise dramatic action and communicate dramatic meaning to an audience. Work in the <i>Presenting</i> dimension requires students to demonstrate their understanding of the purpose of drama and elements of drama in a variety of contexts, forms and/or styles. This understanding is realised through applying acting and performance skills.</p> <p>When <i>responding</i>, students demonstrate their skills in interpretation, analysis and evaluation of dramatic action and meaning to communicate a position. They also examine how the dramatic languages are employed in professional, independent or non-school-based productions and performances.</p> <p>Assessment</p> <p>Students are assessed on: comprehension of dramatic scripts; and extensive library research to support written and practical assessment pieces. Practical work will require rehearsal in the student's own time.</p> <p>The course requires students to view several professional productions (which are usually evening performances) over the duration of the course.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i>. (Recommended, but not essential: Achieve at least a C in Year 10 <i>Drama</i>)</p> <p>Other information</p> <p>Demanding in both written and practical areas.</p> <p>Career options</p> <p>Useful as a general background subject for a wide range of careers e.g. Theatre (front and backstage), Media (Radio, TV, Newspapers), Law, Arts, Journalism, Advertising, Travel, Diplomatic Service, Public Relations, Social Work, Drama and Teaching.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Ms S Pritchard (HOD) | | B08 | | 327 |

ARTS DEPARTMENT

| | | | |
|----------------|--|------------|------------|
| Subject | FILM TELEVISION & NEW MEDIA | 093 | FTM |
|----------------|--|------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

In Film Television and New Media, students learn to create, design, represent, communicate, investigate, and share their imagined and conceptual stories and ideas through the moving image. They achieve this by exploring ideas, emotions, observations and experiences through five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions, and languages are drawn from a range of contemporary media theories and practices.

By studying Film, Television and New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, digital and ethical citizenship, as well as individual artistic expression through media technologies. The information and creative industries are already among the largest employers and drivers of the economy in many countries. Given that the moving image media play an increasingly prominent part in our work and leisure, Film, Television and New Media will provide students with the necessary critical and creative skills to navigate future opportunities and challenges.

Assessment

Design is the planning or design process, often referred to as 'pre-production' phase, through which students explore the key areas and generate ideas, investigate issues, devise proposals, seek alternatives and solve problems in the planning and organisation for the future construction of a text.

Production is constructing a film or television text using skills and techniques in what are often referred to as the 'production' and 'post-production' phases. These involve the combining of the technical skills of production, such as camera operation and editing skills.

Critique is reflecting upon or responding to one's own works and those of others. Students, individually or within groups, critique as they describe, analyse, interpret, judge, value, evaluate, and challenge text and ideas.

Prerequisites

At least a C in Year 10 *English*.

(Recommended, but not essential: Achieve at least a B in Year 10 *English* and at least a B in one semester of Junior Media Arts.)

Other information

Students are to be responsible for working with expensive technical equipment.

Career options

FTVNM studies can lead to a wide range of jobs. These include:

- working in business • creative industries • journalism • marketing • film-making
- law • publishing • broadcasting • TV, video, multimedia industry • media research
- political research or speech-writing • business illustration • advertising • self-employed.

Teacher in charge

Staffroom

Extension

Ms S Pritchard (HOD)

B08

327

ARTS DEPARTMENT

| Subject | <i>MEDIA ARTS IN PRACTICE</i> | 6413 | MAR |
|---|--------------------------------------|------------------|------------------|
| This subject contributes towards an OP | | YES | NO |
| | | | ✓ |
| <p>Description</p> <p>The media arts comprise a range of art forms that share in common their composition and transmission through film, television, radio, print, gaming and web-based media. Increasingly they are characterised by digitisation and transmission via electronic media. A major focus is the study of the role media arts play in the community and how students may become involved in community arts activities.</p> <p>Through the study of <i>Media Arts in Practice</i>, students can create and share media artworks that combine moving or still images with text or sound to create meaning and to express insight. Media artworks are created in response to individual, group or community needs and issues, in contexts for a variety of purposes. Through media art making processes and works, students will develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciations.</p> <p>Assessment</p> <p>Students will develop knowledge, understanding and skills from three core topics:</p> <ul style="list-style-type: none"> • Media technologies • Media communications • Media in society. <p>Student are assessed via three dimensions:</p> <ul style="list-style-type: none"> • Knowing and understanding • Applying and analysing • Creating and evaluating. <p>Prerequisites</p> <p>Recommended, but not essential: Achieve at least a C in one semester of Junior Media Studies.</p> <p>Other information</p> <p>Students are to be responsible for working with expensive technical equipment.</p> <p>Career options</p> <p>Media studies can lead to a wide range of jobs. These include, working in:</p> <ul style="list-style-type: none"> • business • creative industries • journalism • marketing • film-making • publishing • broadcasting • television • video • multimedia industry • media research • self-employed. | | | |
| Teacher in charge | | Staffroom | Extension |
| Ms S Pritchard (HOD) | | B08 | 327 |

BUSINESS EDUCATION DEPARTMENT

| Subject | ACCOUNTING | 060 | ACC | | | | | | | | | |
|---|---|-----------|-----------|----|---|---|-----------------------|---|---|--|------------------------------------|-----------------------|
| This subject contributes towards an OP | | | YES | NO | | | | | | | | |
| | | | ✓ | | | | | | | | | |
| Description | | | | | | | | | | | | |
| <p>This course provides students with a foundation in the discipline of accounting; and promotes the development of numeracy, effective communication skills and logical reasoning processes. 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. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.</p> <p>The course is organised around core and electives grouped under “recording and controls” and “reporting and decision making”. During the course, students may study:</p> <table><tr><td>✱ Principles of double entry accounting</td><td>✱ Accrual accounting and accounting for the GST</td></tr><tr><td>✱ Accounting packages</td><td>✱ Control of the major financial elements of a business – cash, credit transactions, inventories and non – current assets</td></tr><tr><td>✱ Preparation of accounting records and reports (including use of ICTs)</td><td>✱ Analysis and interpretation of financial and company reports</td></tr><tr><td>✱ Personal financing and investing</td><td>✱ Forensic accounting</td></tr></table> | | | | | ✱ Principles of double entry accounting | ✱ Accrual accounting and accounting for the GST | ✱ Accounting packages | ✱ Control of the major financial elements of a business – cash, credit transactions, inventories and non – current assets | ✱ Preparation of accounting records and reports (including use of ICTs) | ✱ Analysis and interpretation of financial and company reports | ✱ Personal financing and investing | ✱ Forensic accounting |
| ✱ Principles of double entry accounting | ✱ Accrual accounting and accounting for the GST | | | | | | | | | | | |
| ✱ Accounting packages | ✱ Control of the major financial elements of a business – cash, credit transactions, inventories and non – current assets | | | | | | | | | | | |
| ✱ Preparation of accounting records and reports (including use of ICTs) | ✱ Analysis and interpretation of financial and company reports | | | | | | | | | | | |
| ✱ Personal financing and investing | ✱ Forensic accounting | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | |
| <p>Students are assessed on:</p> <ul style="list-style-type: none">• Knowledge and procedural practices• Interpretation and evaluation• Applied practical processes <p>Assessment tasks in accounting include tests (practical and theoretical), assignments, reports and computer applications.</p> | | | | | | | | | | | | |
| Prerequisites | | | | | | | | | | | | |
| <p>At least a C in Year 10 <i>English</i></p> <p>(Recommended, but not essential: Achieve at least a C in Year 10 <i>Money Management</i>)</p> | | | | | | | | | | | | |
| Other information | | | | | | | | | | | | |
| <p>Students in Year 12 are offered the opportunity to study a first year Business subject at QUT through the QUT Start program. Any subject studied through this program will be recognised by all universities and count for one subject towards an undergraduate course – whether core or as an elective.</p> | | | | | | | | | | | | |
| Career options | | | | | | | | | | | | |
| <p>Accountant, (any industry), Manager (any industry), Economist, Lawyer, Retailer, Banker, Teacher, Office Administrator, Self- employed, Business consultant (any industry), Financial planner.</p> | | | | | | | | | | | | |
| Teacher in charge | | Staffroom | Extension | | | | | | | | | |
| Ms C Ryan | | A18 | 319 | | | | | | | | | |

BUSINESS EDUCATION DEPARTMENT

Subject BUSINESS COMMUNICATION & TECHNOLOGIES 063 BCT

This subject contributes towards an OP

YES

NO

✓

Description

This course is designed to equip students with the ability to communicate effectively and to interact confidently within a business environment. Students use a range of business information and technologies relevant to the private and public environments to analyse and evaluate a variety of business-related situations. The development of effective work teams and personal and interpersonal communication skills is an integral aspect of the course.

Students develop the knowledge, processes and hands-on skills (e.g. Travel Expo, Business week) associated with this course through a contextual approach. The approach exposes students to a variety of learning experiences commensurate with the needs of different private sector business offices and public administrative situations.

Topics of Study

- ✧ Business environments
- ✧ Workplace health, safety and sustainability
- ✧ Managing people
- ✧ Organisation and work teams
- ✧ Financial administration
- ✧ Events administration
- ✧ Social media

Assessment

Students are assessed on:

- Knowledge and understanding business
- Investigating business issues
- Evaluating business decisions

Assessment tasks in BCT include: tests (practical and theoretical), extended written responses, response to stimulus material, research and integrated project work, non-written presentations, and completion of a variety of tasks using appropriate technologies and presentation skills to record business procedures either manually or electronically.

Prerequisites

At least a C in Year 10 *English*

Other information

Students in Year 12 are offered the opportunity to study a first year Business subject at QUT through the QUT Start program. Any subject studied through this program will be recognised by all universities and count for one subject towards an undergraduate course – whether core or as an elective.

Career options

Accountant, (any industry), Manager (any industry), Economist, Lawyer, Retailer, Banker, Teacher, Office Administrator, Self- employed, Business consultant, Financial planner.

Teacher in charge

Staffroom

Extension

Mrs J Power

A18

317

BUSINESS EDUCATION DEPARTMENT

| | | | |
|----------------|----------------------------|------------|------------|
| Subject | BUSINESS MANAGEMENT | 064 | BMT |
|----------------|----------------------------|------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

This course is designed to allow students to be creative and innovative as they learn how businesses are managed, and understand the important role that managers play within an organisation. Students will explore the main functions of businesses and the ways that these functions work together to achieve business goals. Students will participate in practical and authentic business situations. They will work in partnerships, small groups and teams, and develop communication and management strategies which are essential for business managers.

The course is organised around areas of study which may be based on local, national and global business contexts to identify the key issues that impact on businesses. The key concepts explored are:

- | | |
|-------------------------|-----------------------------|
| ✱ Management practices | ✱ Marketing management |
| ✱ Operations management | ✱ Human resource management |
| ✱ Finance management | ✱ Business development. |

The contexts proposed for this course of study over the two years are:

- Corporate management
- Technology developments
- Leisure Management
- Not-for-Profit situations.

Assessment

Students are assessed on:

- Knowledge and understanding business management
- Applying and analysing management strategies
- Evaluating and communicating management strategies

Assessment tasks in business management include exams, extended responses, and feasibility studies.

Prerequisites

At least a C in Year 10 *English*

Career options

Business Manager (any industry, Marketing Manager, Corporate systems management, Human Resource Management, Self-employment, Business Consultant, employment in small-to-medium enterprises.

| | | |
|--------------------------|------------------|------------------|
| Teacher in charge | Staffroom | Extension |
| Mrs R Sagner (HOD) | A18 | 319 |

BUSINESS EDUCATION DEPARTMENT

Subject ***BUSINESS STUDIES***

6402

This subject contributes towards an OP

YES

NO

✓

Description

The study area core in Business Studies consists of core practices and functions delivered through elective contexts. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment. Students develop business knowledge and understanding through applying business practices and business functions in business contexts. Students will analyse business information and have opportunities to propose and implement outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

CORE:

- Business practices
- Business functions

ELECTIVES:

- Entertainment
- Events management
- Financial services
- Health and well-being
- Insurance
- Legal
- Media
- Mining
- Not-for-profit
- Real estate
- Retail
- Rural
- Sports management
- Technical, e.g. construction
- Tourism
- Travel

Assessment

Students are assessed in three dimensions:

- Dimension 1: *Knowing and understanding*
- Dimension 2: *Analysing and applying*
- Dimension 3: *Planning and evaluating*.

Assessment tasks in business include exams, project work, responses to stimulus, multimedia presentations and folio of work.

Prerequisites

Nil – A C in Year 10 *English* would be an advantage

Career options

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Teacher in charge

Staffroom

Extension

Mrs R Sagner (HOD)

A18

319

BUSINESS EDUCATION DEPARTMENT

| | | | |
|----------------|----------------------|------------|------------|
| Subject | LEGAL STUDIES | 029 | LEG |
|----------------|----------------------|------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

This course of study introduces students to the numerous legal situations and issues that arise in their everyday lives and the legal implications that affect the rights and obligations of community members. Students will gain knowledge to formulate an understanding of the legal framework that helps regulate and shape our society, to formulate their personal views of the world, and to understand the ways in which the law affects their world.

Topics include -

CORE AREAS OF STUDY

- ★ The legal system
- ★ Human rights
- ★ Introduction to civil obligations
- ★ Criminal law

POSSIBLE ELECTIVE AREAS OF STUDY

- ★ Civil wrongs (torts) and the law
- ★ Employment and the law
- ★ Environment and the law
- ★ Family and the law
- ★ Housing and the law
- ★ Indigenous Australians and the law
- ★ International law
- ★ Sport and the law
- ★ Technology and the law

Assessment

Students are assessed on:

- Knowing and understanding the law – define, describe facts, legal concepts and processes
- Investigating legal issues – select and organise information; analyse legal situations and apply legal concepts
- Responding to the law – evaluate the law and stakeholder responses; make decisions and recommendation; justify decisions and recommendations using legal reasoning.

Assessment tasks in legal studies include exams, extended responses, multi-modal presentations and extensive research.

Prerequisites

At least a C in Year 10 *English*.

(**Recommended, but not essential:** At least a C in Year 10 *Crime in Society*.)

Other information

Varied and extensive reading by individual students is essential for this course and therefore a minimum of Sound Achievement in English would be necessary.

Career options

Law, Journalism, Government, Media, Teaching, Real Estate, Police Force, Business

| | | |
|--------------------------|------------------|------------------|
| Teacher in charge | Staffroom | Extension |
| Mrs T Vallis | G Block | 342 |

ENGLISH DEPARTMENT

| Subject | ENGLISH | 001 | ENG |
|--|---------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>The subject English develops students' knowledge of how language typically works in the culture, as well as of how language works in particular texts. At the senior level, English involves the systematic study of language to build increased understanding of the relationships among texts, language, and literacies as social practices, with the emphasis on how these relationships help to make meaning in particular cultural contexts and social situations. Students develop their ability to use language to talk about language and about its use in texts. By studying texts, and by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.</p> <p>At different times in its development, the subject English has taken different focuses. This syllabus draws understandings from a range of approaches which provide students with opportunities to develop:</p> <ul style="list-style-type: none"> • a sense of cultural heritage and a grasp of factors that, in different cultures and at different times, cause particular texts, genres/text types and authors to be valued • the skills, through focused study, that enable them to control and experiment with a range of language systems and associated genres and technologies • an awareness of how their personal attitudes and beliefs relate to those operating within their culture, using this understanding to explore themselves and their relationship to the world through texts studies • an understanding of how texts reproduce, negotiate or challenge ways of thinking and being that are available in a culture at particular times, and why readers, viewers, and listeners may make different reading from a text. <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> • understanding and responding to contexts • understanding and controlling textual features • creating and evaluating meaning. <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i></p> <p>Other information</p> <p>Students will engage with a wide variety of literary, mass media and everyday texts.</p> <p>Note: At least a Sound Achievement (a C) in one semester or more of English is one way of satisfying the literacy component of the QCE.</p> <p>Career options</p> <p>Many tertiary courses demand at least a Sound Achievement in English. It is useful for all careers/courses.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mrs C Bladin (HOD) | | G Block | 343 |

ENGLISH DEPARTMENT

Subject *ENGLISH COMMUNICATION* **6125**

ENC

This subject contributes towards an OP

YES

NO

✓

Description

This course aims to extend the experiences of students who would be intending to study at TAFE, or enter the workforce immediately after completing Year 12. However, students who sit for the QCST will be given a ranking which may allow them to enter University in one of the degrees that accept English Communication.

The course centres around three components:

- **Work Component**
Over the two years, skills are being taught and reinforced which will benefit the student as an employee and as a Team Worker.
- **Community Component**
This deals with: current issues of local and national significance; the importance of the media in shaping opinion; advertising and consumerism; rights and responsibilities and the process involved in job search.
- **Leisure Component**
This affords the students the opportunity to study and respond to language as used in literature, in magazines, in live theatre, in films and in the range of entertainment offered by television and radio.

Assessment

Students are assessed on:

- Recognition of task requirement
- Planning of response
- Control over literary skills.

Assessment tasks in English Communication include items such as: International Travel Preparation; Brochure Design; use of Power Point; and Events Management. Oral presentations of a variety of genres are conducted over the two years.

Prerequisites

Ability to speak and write in English.

Other information

Students will strengthen their skills, with a view to becoming more attractive to potential employers.

Note: At least a Sound Achievement (a C) in one semester or more of English Communication is one way of satisfying the literacy component of the QCE.

Career options

TAFE, employment, possibly University.

Teacher in charge

Staffroom

Extension

Mrs C Bladin (HOD)

G Block

343

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

| Subject | PHYSICAL EDUCATION | 068 | PED |
|--|--------------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>Senior Physical Education focuses on physical activity in Australian Society. It involves learning in, through and about physical activity.</p> <p>Subject matter is drawn from and organised around three content areas:</p> <p>A. Learning Physical skills B. Biological bases of training and exercise C. Physical activity in Australian Society.</p> <p>These content areas provide a framework for the four physical activities students will focus on. Students will participate in one team event, one individual event and one performance event and then one additional sport. The sports traditionally offered at Mansfield are:</p> <ol style="list-style-type: none"> 1. Touch Football 2. Badminton 3. Orienteering 4. Volleyball. <p>50% of the subject allocation is spent on theory and 50% is spent on practical activities. Students will need to maintain effective study habits and practise some physical performances in their own time. Maintaining good cardio-vascular health would be an advantage in this subject.</p> <p>To complete the course, students are required to complete 80% of the practical component.</p> <p>Assessment</p> <p>Students are assessed on their ability to:</p> <ul style="list-style-type: none"> • Acquire theoretical information and practical skills • Apply theoretical information and practical skills • Evaluate theoretical information and practical skills. <p>Assessment tasks in Physical Education include: in-class essays, research assignments, journals, orals, and practical performance.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i>. (Recommended, but not essential: Achieve at least a C in Year 10 <i>Intro to Senior Physical Education</i>.)</p> <p>Other information</p> <p>Students will be required to wear their full sports uniform for practical activities and attend compulsory excursions which are used for assessment.</p> <p>Career options</p> <p>Physiotherapy, Nursing, Defence Force, Child-care, Sports Coaching, Exercise Management, Teaching, Sports Officiating.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr C Healey (HOD) | | K Block | 349 |

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

| Subject | HEALTH EDUCATION | 067 | HED |
|---|------------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>The focus of Health Education is the understanding of health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups, communities and nations.</p> <p>To achieve these goals, this syllabus considers contemporary health promotion theory and practice, and adopts two conceptual frameworks :</p> <ul style="list-style-type: none"> the social view of health with an embedded social justice framework the Ottawa Charter for Health Promotion <p>Health Education provides a context for exploring health issues. Students first gain an understanding of the biophysical, psychosocial and environmental determinants of relevant health concerns through their analysis of primary and secondary health-related data.</p> <p>By using an inquiry approach to investigate health issues, students apply the practices and principles that underpin social action and health promotion to devise and justify recommendations and strategies for change.</p> <p>Assessment</p> <p>The following dimensions will be used:</p> <p>Dimension 1: <i>Knowledge and understanding</i> Dimension 2: <i>Application and analysis</i> Dimension 3: <i>Synthesis and evaluation</i>.</p> <p>Assessment consists of predominantly research assignments, projects and in class written prose.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i></p> <p>Other information</p> <p>This course is designed to help students considering university with a university based course.</p> <p>Career options</p> <p>Careers in Health related fields including health policy development, health and safety laws, regulations, health advocacy, health information management, counselling, social work, medicine and nursing.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr C Healey (HOD) | | K Block | 349 |

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

| Subject | RECREATION | 6407 | RCJ |
|--|------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>Recreation provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity, whilst developing life skills necessary and beneficial for living. Whether these skills are orientated towards work, fitness or recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capabilities for learning and functioning in varied situations.</p> <p>Recreation has been designed to provide students with skills in the recreation industry through the delivery of study core competencies and various accreditation certificates. Students will be completing work in the following four study areas:</p> <p>Aquatics, Sports Safety, Basketball, Introduction to the Recreation Industry, Tennis, Career Paths, Strength and Conditioning, Cross Fit, Community fitness, Soccer, Event organisation and Golf.</p> <p>A minimum of fifty per cent of the timetabled school time will be devoted to active participation in physical activities.</p> <p>Major themes investigated:</p> <ul style="list-style-type: none"> · Senior First Aid and Sports First Aid · Pool Lifesaving, Bronze Medallion and Aquatic Activities · Level 1 Officiating and Coaching of primary school students · Personal Fitness and Health Improvement · Individual Pursuits and Team Games. <p>Assessment</p> <p>Students are assessed on their ability to:</p> <ul style="list-style-type: none"> • Acquire theoretical information and practical skills • Apply theoretical information and practical skills • Evaluate theoretical information and practical skills. <p>Assessment tasks in Recreation include: in-class essays, research assignments, journals, coaching, officiating and practical performances.</p> <p>Prerequisites</p> <p>Nil</p> <p>Other information</p> <p>Students will be required to wear their full sports uniform for practical activities and attend compulsory excursions, which are used for assessment.</p> <p>Career options</p> <p>They include: Health Industry, Leisure Industry, Recreation Management, Sports Coaching, Fitness Instruction.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr C Healey (HOD) | | K Block | 349 |

HUMANITIES DEPARTMENT

| Subject | ANCIENT HISTORY | 020 | AHS |
|--|-----------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>How did humans move from cavemen drawing on cave walls to men and women creating artificial intelligence and curing diseases? How did concepts like democracy, education and medicine arise? Who invented the giant crossbow? What about agriculture? Who was responsible for systems of sanitation? Ancient History is a study of the ancient world and the processes of change and continuity that have shaped today's world. Students develop an understanding of the role played by key civilisations such as Egypt, Rome and Greece in the development of mankind. Using debate, reflection, research and critical inquiry, students gain an awareness of the journey we have undertaken.</p> <p>Topics include -</p> <p>Semester 1: Archaeology: What are some of the great archaeological finds of history? Pharaonic Power in Egypt: How did the Egyptian pharaohs use propaganda and religious revolution to rule their world?</p> <p>Semester 2: Studies of changing practices in the Greek world: How did democracy develop? Who won the Persian Wars?</p> <p>Semester 3: Studies of political centrism: What happened to the Roman Republic? Who was Augustus? How did emperors control their people?</p> <p>Semester 4: Studies of personalities in ancient history: Choose your own adventure – which ancient personality interests you?</p> <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> Planning and using an historical research process—the ability to identify issues for investigation, to develop research questions, to locate and use a variety of primary and secondary sources, and to display initiative and independence in the planning and management of all stages of the research process Forming historical knowledge through critical inquiry—the ability to understand the nature of historical sources of evidence, to evaluate the worth of sources, and to make decisions about a question based on the interpretation, analysis and evaluation of sources Communicating historical knowledge—the ability to recall significant information, to provide explanations of and justifications for the findings/results of research, and to produce written and non-written responses in a variety of genres. <p>Assessment tasks in Ancient History include: Response to Stimulus Tests; Objective and/or Short Answer Tests; Essay Tests; Research Tasks; and Multimodal presentations.</p> <p>Prerequisites</p> <p>At least a C in Year 10 English. (Recommended, but not essential: At least a C in a Year 10 History elective.)</p> <p>Other information</p> <p>Varied and extensive reading by individual students is essential for this course. A minimum of Sound Achievement in English would be necessary.</p> <p>Career options</p> <p>Arts, Law, Journalism, Advertising, Media (Radio, TV, Online), Travel, Retailing, Diplomatic, Public Service, Librarian/Archivist, Psychology, Public Relations, Advertising, Social Work, Publishing, Teaching.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr L Hackett (HOD) | | A31 | 363 |

HUMANITIES DEPARTMENT

| Subject | ECONOMICS | 027 | ECN |
|---|-----------|------------------|------------------|
| This subject contributes towards an OP | | | YES ✓ |
| | | | NO |
| <p>Description</p> <p>This course of study aims to help students understand the significance of economic events as well as the implications of individual, business and government economic decision making. In emphasising the application of economic skills and concepts to the problems and issues facing Australian society, senior students should gain the skills and competence to participate effectively in, and to contribute to, economic decision making.</p> <p>Topics include -</p> <p>Semester 1: Markets and Models, the Share Market, Finance (How does the economy work? What are the function of banks and the share market?)</p> <p>Semester 2: Contemporary Micro-Economic Issues, Industry and Market Concentration (How can cost-benefit analysis ensure the best use of scarce resources? What are the consequences of big companies dominating the market?)</p> <p>Semester 3: Contemporary Macro-Economic Issues, Income and Wealth Distribution (How do the government and reserve bank manage the economy to foster growth, job creation, and economic fairness?)</p> <p>Semester 4: International Economics, Globalisation and Trade (Why is international trade important to Australia's economy? What are the consequences of trade and globalisation on Australia?)</p> <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> • Knowledge and understanding – the ability of students to recall information and use it to explain theories, models and principles • Investigation – the ability of students to select, organise and record data as well as determine its validity • Synthesis and Evaluation – the ability of students to draw on ideas and information to construct understanding and to appraise economic issues <p>Assessment tasks in Economics include: research projects, short answer/objective tests, essays and practical work.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i> and Year 10 <i>Maths</i>.</p> <p>Other information</p> <p>A knowledge of, and interest in current events is very helpful in this subject.</p> <p>Career options</p> <p>A wide range of careers related to business, management, research and analysis. Highly desirable for careers in commercial banking, finance, investment, administration, the law, government and universities. Organisations which regularly recruit Economics graduates include the Reserve Bank of Australia, Australian Bureau of Statistics, Productivity Commission, the Treasury Department, and the major banks among others.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr L Hackett (HOD) | | A31 | 363 |

| Subject | GEOGRAPHY | 024 | GEO | |
|---|---|-----------|-----|-----------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| Description | | | | |
| Through studying Geography, students will develop an understanding of the questions, issues and problems arising from the use of the Earth’s resources. Students will develop a concern for how people perceive and value the environment and the quality of human life through the exploration of a range of attitudes and values related to ecologically sustainable development, social justice and democratic processes and institutions. | | | | |
| Topics include- | | | | |
| Semester 1: | Managing the Natural Environment (Responding to Natural Hazards, Managing Catchments) | | | |
| Semester 2: | People and Development (Feeding the World’s People, and Exploring the Geography of Disease) | | | |
| Semester 3: | Social Environments (Sustaining Rural and Urban Communities, Planning Places, and Connecting People and Places) | | | |
| Semester 4: | Resources and the Environment (Living With Climate Change and Sustaining Biodiversity). | | | |
| Assessment | | | | |
| <ul style="list-style-type: none">• Knowledge – the ability of students to recall learned factual material• Analytical processes – the ability of students to break material into its component parts to identify trends, similarities, differences, patterns• Decision making processes – the ability of students to select between valid alternatives and to make judgements suggested by evidence• Research and communication – the ability of students to design research plans, to gather, record and organise information and to present the results using appropriate language convention in a variety of geographical forms. | | | | |
| Assessment tasks in Geography include: Field Reports, Short Response Tests, Stimulus response Essays, Practical Tests, and Multimedia Presentations. | | | | |
| Prerequisites | | | | |
| At least a C in Year 10 <i>English</i> . (Recommended, but not essential : At least a C in a Year 10 Geography elective.) | | | | |
| Other information | | | | |
| There is a full day excursion each year, so there may be some additional costs involved. | | | | |
| Career options | | | | |
| Town Planning, Environmental Planning and Management, Teaching, Public Service, Travel & Tourism, Resource Management, Mining and Geology, Commerce and International Relations, Transport Planning, International Development and Aid, Environmental Science, Design (Geography is regarded as a Science subject at many universities). | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Mr L Hackett (HOD) | | A31 | | 363 |

HUMANITIES DEPARTMENT

| Subject | MODERN HISTORY | 021 | MHS |
|--|----------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>Through the study of Modern History, students will explore the historical forces which shape the modern world. They will examine the causes and effects of change and the role of people in history. Students will develop these understandings through processes of critical inquiry, argumentation and reflection, as well as through understanding the perspectives of others. The study of Modern History develops the key skills of research, analysis, critical evaluation and synthesis which are at the core of all academic endeavour.</p> <p>Topics include -</p> <p>Semester 1: Studies of Change – The Russian Revolution, Stalin’s Dictatorship, The Fight for Women’s Political Rights</p> <p>Semester 2: Studies of Power – The First Chinese Revolution 1911, Mao Zedong’s Use of Power in China, American Power in the World</p> <p>Semester 3: Studies of Conflict– The Cold War, the Arab-Israeli Conflict, Australian Frontier Conflict</p> <p>Semester 4: Studies of Hope – The American Civil Rights Movement; One open research topic on individuals who have inspired hope in the world.</p> <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> Planning and using an historical research process - the ability to identify issues for investigation, to develop research questions, to locate and use a variety of primary and secondary sources, and to display initiative and independence in the planning and management of all stages of the research process forming historical knowledge through critical inquiry - the ability to understand the nature of historical sources of evidence, to evaluate the worth of sources, and to make decisions about a question based on the interpretation, analysis and evaluation of sources Communicating historical knowledge - the ability to recall significant information, to provide explanations of, and justifications for, the findings of research, and to produce written and non-written responses in a variety of genres. <p>Assessment tasks include: response to stimulus tests, objective and/or short answer tests, essay tests, research tasks, and multimodal presentations.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i>. (Recommended, but not essential: At least a C in a Year 10 History elective.)</p> <p>Other information</p> <p>Varied and extensive reading by individual students is essential for this course and therefore a minimum of Sound Achievement in English would be necessary.</p> <p>Career options</p> <p>Arts, Law, Journalism, Advertising, Media (Radio, TV, Newspapers), Travel, Retailing, Diplomatic Service, Librarian, Psychology, Public Relations, Social Work, Publishing, Government, Teaching.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr L Hackett (HOD) | | A31 | 363 |

INFORMATION TECHNOLOGY DEPARTMENT

Subject ***INFORMATION COMMUNICATION TECHNOLOGY STUDIES 6406 ICJ***

This subject contributes towards an OP

YES

NO

✓

Description

Information & Communications Technology (ICJ) is an enjoyable practical subject which seeks to prepare students to meet rapidly changing ICT practices and protocols 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.

By using a task-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks to not only develop their abilities, but also to experience the fun and enjoyment of using technology.

To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

The two-year course covers the following electives:

- Animation
- Game development
- Audio and video production
- Data management
- Digital imaging and modelling
- Document production
- Website production.

Assessment

Assessment tasks in Information and Communication Technology include projects and extended responses. An extended response will consist of a written, spoken or multimodal component. A project will also have a practical component.

Each assessment task focuses on the following dimensions:

- **Knowing and Understanding**
Students are required to be familiar with the concepts and ideas, knowledge, understanding and skills used in solving ICT problems within ICT contexts.
- **Analysing and Applying**
Students will analyse ICT problems and select, apply and organise knowledge, understanding and skills in ICT contexts to carry out and complete tasks.
- **Producing and Evaluating**
Students will utilise ICT to carry out a plan for solving a given ICT problem that meets certain specifications. Evaluating refers to the reflection on the students' problem-solving process and solutions to consider ways to improve future responses to ICT problems.

Prerequisites

Nil

Other information

A home computer with access to the internet is useful but not essential.

Career options

In addition to providing IT skills that apply to most modern careers, this subject can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

| Teacher in charge | Staffroom | Extension |
|-------------------------|-----------|-----------|
| Mr M Casey (Acting HOD) | A31 | 363 |

INFORMATION TECHNOLOGY DEPARTMENT

| | | |
|----------------|--|------------|
| Subject | INFORMATION PROCESSING AND TECHNOLOGY 087 | IPT |
|----------------|--|------------|

This subject contributes towards an OP

YES

NO

✓

Description

Information Processing and Technology is a course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications and is an intellectual discipline involving distinctive approaches to problem solving, communication and a range of associated practical skills. As a result, the study of this subject will contribute, in a significant way, to the general education of students whether or not they intend to proceed to further studies or employment in the field of information technology.

Topics covered include: Computer systems, Algorithms and Software Programming, Structured Query Language, Relational Information Systems, Intelligent Systems, Human-Computer Interaction, and Social and Ethical Issues.

Assessment

Assessment tasks in *Information Processing and Technology* include Written and Practical Exams, Writing Tasks, Theory, and Practical Assignments.

Each assessment task focuses on the following criteria:

- **Knowledge & Application:**
Students will be required to define and explain information technology terminology, concepts, processes and principles. They will apply set processes to solve simple or familiar information technology problems.
- **Analysis & Synthesis:**
Students will be required to interpret and analyse problems and situations requiring information technology use. They will design and develop solutions to unrehearsed or complex information technology problems.
- **Evaluation & Communication:**
Students will be required to test processes and solutions, apply prescribed criteria, reasoning or evidence to draw conclusions and make recommendations. They will construct documentation and present information to convey meaning using communication conventions.

Prerequisites

Recommended, but not essential: At least a B in Year 10 *IT Programming*.

At least a B in Year 10 *English* and Year 10 *Maths*.

Griffith InfoTech Course

Programming courses from Griffith University are an optional extension in IPT. Students who pass these will gain credit towards these courses. Furthermore, students who achieve an overall mark of 65% or higher will be eligible to apply for guaranteed admission into selected School of Information and Communication Technology programs at Griffith University.

Other information

A home computer with access to the internet is strongly recommended.

Career options

Software Developer, Systems Analyst, Database Administrator, Security Specialist, Systems Administrator, ICT Project Manager, Solutions Architect, Information Management Specialist, PC Support.

Teacher in charge

Staffroom

Extension

Mr M Casey (Acting HOD)

A31

363

INFORMATION TECHNOLOGY DEPARTMENT

| | | | |
|----------------|---------------------------------------|------------|------------|
| Subject | INFORMATION TECHNOLOGY SYSTEMS | 065 | ITN |
|----------------|---------------------------------------|------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

Information Technology Systems (ITS) is an enjoyable practical discipline which seeks to prepare students to meet rapid changes in IT and to be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings of IT with a particular emphasis on multimedia.

Students will use applications such as the *Adobe Suite (including Dreamweaver, Photoshop, Animate, InDesign, Premiere Pro and AfterEffects)* to create, manipulate and integrate text, graphics, sound and video. They will also learn to develop productive relationships with clients, manage projects individually and in teams, and investigate social and ethical issues related to their studies.

Students will develop a range of multimedia capabilities including animation principles and techniques, website design, sound and video editing principles and techniques, current trends and influences in the multimedia Industry, and multimedia design principles. Students will create client-oriented documentation and develop multimedia projects that meet client requirements and industry standards.

Assessment

Assessment tasks in Information Technology Systems include theory and practical exams, written and practical assignments, projects, and oral presentations.

Each assessment task focuses on the following criteria:

- **Knowledge and Communication**
Students will be required to define, explain and use IT terms, concepts and principles. They will also communicate concepts, principles and design processes using mode, genre and language conventions.
- **Design and Development**
Students will analyse client needs, purpose and scenarios to inform the design plan. They will synthesise information to design solutions and develop and test components to refine solutions.
- **Implementation and Evaluation**
Students will use technical skills and resources to present a solution. They will evaluate their solution against the defined criteria using the contexts, inputs, processes, and products (CIPP) model of evaluation.

Prerequisites

At least a C in Year 10 English and Year 10 Maths.

(Recommended, but not essential: At least a B in Year 10 IT On-line Communications.)

Other information

A home computer with access to the internet is strongly recommended.

Career options

In addition to providing valuable IT skills that apply to most modern careers, this subject may lead to employment in such areas as IT support, graphic and multimedia manipulation or tertiary study in the fields of multimedia design, games design, website design and animation.

Teacher in charge

Staffroom

Extension

Mr M Casey (Acting HOD)

A31

363

LANGUAGES DEPARTMENT

| Subject | ADVANCED FRENCH | 015 | FRX |
|---|-----------------|-----------|-----|
| This subject contributes towards an OP | | YES | NO |
| | | ✓ | |
| <p>Description</p> <p>Students who have studied in the French Immersion Program in Years 8 – 10 and who continue with their study in the French language may choose to do the standard French program or they may elect to be part of the Advanced French class.</p> <p>This class offers an accelerated program which covers most of the Senior French syllabus in Year 11. In Year 12, while completing the standard French program, students may choose to do an additional two-semester senior subject, French Extension.</p> <p>In this subject, students choose to study a number of specialised topics in depth, giving them a greater insight into French society, culture and literature.</p> <p>The topics studied are: <i>La Chanson Française</i> <i>Le monde de Molière</i> <i>Le journalisme en France et en Australie.</i></p> <p>This is a subject that requires constant practice through course work in the four skills of listening, speaking, reading, and writing. Follow-up work to class activities and regular revision of these skills are required.</p> <p>Assessment</p> <p>Students are assessed on:</p> <p>Listening, Speaking, Reading, and Writing skills which are all equally weighted.</p> <p>Assessment tasks in Advanced French include: listening to audio texts; speaking in an interview; reading articles from French publications; and writing letters, articles, journal entries and talks on the topics studied. There are NO assignments or projects.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>Immersion French</i>.</p> <p>Other information</p> <p>This course has a high level of academic rigour.</p> <p>NOTE: For students successfully completing a QCAA language other than English (LOTE), some universities may grant some advantage when applying for entry to their courses. See the guidance officer for further information.</p> <p>Career options</p> <p>Foreign firms in Australia, journalism, teacher, librarian, translator/interpreter, tourism industry, airline industry, import/export business, banking, stock market, diplomatic services, armed services liaison officer, secretarial work, medical services, au-pair.</p> | | | |
| Teacher in charge | Staffroom | Extension | |
| Mr K Gordon (HOD) | B13 | 356 | |

LANGUAGES DEPARTMENT

| Subject | FRENCH | 005 | FRE | |
|---|--------|------------------|-----|------------------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| <p>Description</p> <p>This course is communicative using authentic materials in the four skill areas of listening, speaking, reading and writing, so that students are able to understand and use the language with a degree of proficiency by the end of Year 12. Former French Immersion students who take Senior French may undertake a more advanced course than the mainstream group in order to give depth and breadth to their already extensive knowledge.</p> <p>The course covers a wide range of communicative topics such as: Leisure and Holidays; the Rights of Young People and Youth Identity; Friendship, Love and Family; Being Educated in France and Australia; Cinema and Television; Health Issues; the Environment and Pollution; Immigration and Racism.</p> <p>CDs and DVDs with native speakers are an integral part of the course providing authentic pronunciation modelling. Cultural aspects are woven into the course as well.</p> <p>This is a subject that requires constant practice through course work in the four skills of listening, speaking, reading, and writing. Follow-up work to class activities and regular revision of these skills are required.</p> <p>Assessment</p> <p>Students are assessed on:</p> <p>Listening, Speaking, Reading, and Writing skills which are all equally weighted.</p> <p>Assessment tasks in French include: listening to audio texts; speaking in an interview; reading articles from French publications; writing letters, articles, journal entries; and talks on the topics studied.</p> <p>There are NO assignments or projects.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>Immersion French or French</i>.</p> <p>Other information</p> <p>This course has a high level of academic rigour.</p> <p>NOTE: For students successfully completing a QCAA language other than English (LOTE), some universities may grant some advantage when applying for entry to their courses. See the guidance officer for further information.</p> <p>Career options</p> <p>Foreign firms in Australia, journalism, teacher, librarian, translator/interpreter, tourism industry, airline industry, import/export business, banking, stock market, diplomatic services, armed services liaison officer, secretarial work, medical services, au-pair.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Mr K Gordon (HOD) | | B Block | | 356 |

LANGUAGES DEPARTMENT

| Subject | JAPANESE | 009 | JAP |
|--|----------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>This course is communicative using authentic materials in the four skill areas of listening, speaking, reading and writing, so that students are able to understand and use the language with a degree of proficiency by the end of Year 12.</p> <p>The set text covers a wide range of communicative topics such as: A Student Exchange; Holidays and Celebrations in Australia and Japan; Leisure, Health and the Entertainment Industry; The Environment; Planning a Holiday; Tourism and Hospitality; Preparing for Work; Living and Working in Japan.</p> <p>Cultural aspects are woven into the course as well.</p> <p>This is a subject that requires constant practice through course work in the four skills of listening, speaking, reading, and writing. Follow-up work to class activities and regular revision of these skills are required.</p> <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> · Listening, Speaking, Reading, and Writing skills which are all equally weighted. <p>Assessment tasks in Japanese include: listening to audio texts; speaking in an interview; reading articles from Japanese publications; writing letters, articles, journal entries; and talks on the topics studied.</p> <p>There are NO assignments or projects.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>Japanese</i>.</p> <p>Other information</p> <p>This course has a high level of academic rigour.</p> <p>NOTE: For students successfully completing a QCAA language other than English (LOTE), some universities may grant some advantage when applying for entry to their courses. See the guidance officer for further information.</p> <p>Career options</p> <p>Foreign firms in Australia, journalism, teacher, librarian, translator/interpreter, tourism industry, airline industry, import/export business, banking, stock market, diplomatic services, armed services liaison officer, secretarial work, medical services, au-pair.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr K Gordon (HOD) | | B Block | 356 |

MATHEMATICS DEPARTMENT

| Subject | MATHEMATICS A | 036 | MAA |
|---------|---------------|-----|-----|
|---------|---------------|-----|-----|

This subject contributes towards an OP

YES

NO

✓

Description

Mathematics A provides and develops the skills needed to make decisions which affect your everyday life. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving: problem solving and applications; working systematically and logically; and communicating with and about mathematics.

Mathematics A does not involve the same degree of algebraic manipulation as Mathematics B, but it does provide students with interesting and challenging topics, which are important in making informed decisions on everyday issues.

The topics to be studied are:

- Managing Money
- Elements of Applied Geometry
- Linking two and three dimensions
- Data collection and presentation
- Maps and compasses
- Exploring and understanding data
- Linear Programming.

Assessment

Students are assessed on the following three criteria:

- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

Assessment tasks in Mathematics A include: written tests at the end of each term; assignments; reports and computer applications.

Prerequisites

At least a C in Year 10 *Core Maths* or *Adv Maths*.

Other information

Mathematics A is generally not sufficient for further studies in the Science and Engineering areas.

NOTE: At least a Sound Achievement (a 'C') in one semester or more of Mathematics A is one way of satisfying the numeracy component of the QCE.

Career options

Administration, Trade, Hospitality, Manager (any industry), Retailer, Banker, Teacher, Self employed.

| Teacher in charge | Staffroom | Extension |
|-------------------|-----------|-----------|
| Mr P Broome (HOD) | C Block | 399 |

MATHEMATICS DEPARTMENT

| Subject | MATHEMATICS B | 037 | MAB |
|---|---------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>In Mathematics B, advanced mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in traditional careers of engineering and 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 Mathematics B provide ways of modelling situations in order to explore, describe and understand the world's social, biological and physical environment.</p> <p>Mathematics B is designed to raise the student's competence in, and confidence with, the mathematics needed: to make informed decisions about society; to ensure scientific literacy; and to function effectively in a technologically skilled work force.</p> <p>Mathematics B has a higher level of algebraic manipulation than Mathematics A and it includes calculus. Students who appreciate and enjoy the rigour of Year 10 Maths Advanced are encouraged to take Mathematics B in Years 11 and 12, giving the learner a greater diversity of options in relation to further studies.</p> <p>The topics to be studied are:</p> <ul style="list-style-type: none"> • Introduction to functions • Rates of change • Periodic functions and applications • Exponential and logarithmic functions and applications • Optimisation using derivatives • Introduction to integration • Applied statistical analysis. <p>Assessment</p> <p>Students are assessed on the following three criteria:</p> <ul style="list-style-type: none"> • Knowledge and Procedures • Modelling and Problem Solving • Communication and Justification. <p>Assessment tasks in Mathematics B include: written tests at the end of each term; assignments; reports and computer applications.</p> <p>Prerequisites</p> <p>At least a C+ in Year 10 <i>Adv Maths</i> with a C in the criterion <i>Problem Solving and Reasoning</i>. (Recommended, but not essential: At least a B in Year 10 <i>Adv Maths</i> with a B in the criterion <i>Problem Solving and Reasoning</i>.)</p> <p>Other information</p> <p>Mathematics A is generally not sufficient for further studies in the Science and Engineering areas. NOTE: At least a Sound Achievement (a 'C') in one semester or more of Mathematics B is one way of satisfying the numeracy component of the QCE.</p> <p>Career options</p> <p>Pilot, statistician, engineer, teacher, scientist, architect, pharmacist, etc</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr P Broome (HOD) | | C Block | 399 |

MATHEMATICS DEPARTMENT

| | | | |
|----------------|----------------------|------------|------------|
| Subject | MATHEMATICS C | 038 | MAC |
|----------------|----------------------|------------|------------|

| | | |
|---|------------|-----------|
| This subject contributes towards an OP | YES | NO |
| | ✓ | |

Description

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in real life situations.

Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role of mathematics as a tool in modelling and understanding many aspects of the world's environment.

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

The topics studied are:

- Introduction to Groups
- Real and Complex Number Systems
- Matrices and applications
- Vectors and Applications
- Calculus
- Structures and Patterns
- Dynamics
- Conics

Assessment

Students are assessed on the following three criteria:

- Knowledge and Procedures
- Modelling and Problem Solving
- Communication and Justification.

Assessment tasks in Mathematics B include: written tests at the end of each term; assignments; reports and computer applications.

Prerequisites

At least a C+ in Year 10 *Adv Maths* with a C in the criterion *Problem Solving and Reasoning*.

(Recommended, but not essential: At least a B in Year 10 *Adv Maths* with a B in the criterion *Problem Solving and Reasoning*.)

Other information

Mathematics C is highly recommended for students interested in studying engineering at a tertiary level.

For students successfully completing Mathematics C, some universities may grant some advantage when applying for entry to their courses. See the guidance officer for further information.

NOTE: At least a Sound Achievement (a 'C') in one semester or more of Mathematics B or C is one way of satisfying the numeracy component of the QCE.

Career options

Pilot, statistician, engineer, teacher, scientist, architect, pharmacist, etc

| | | |
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| Teacher in charge | Staffroom | Extension |
| Mrs A Riddles | C Block | 397 |

MATHEMATICS DEPARTMENT

| | | | |
|----------------|----------------------------------|-------------|------------|
| Subject | PREVOCATIONAL MATHEMATICS | 6140 | PVM |
|----------------|----------------------------------|-------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills, and positive beliefs and attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning. This involves responding to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways.

During the course of study, students should:

- build confidence and experience success when using mathematics in everyday contexts
- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams.

Assessment

Students are assessed on three criteria:

- **Knowing**—demonstrating knowledge of content and using given rules, operations and procedures to carry out simple, familiar tasks
- **Applying**—interpreting and analysing different contexts, identifying familiar mathematics, developing strategies, and then selecting and applying rules and procedures to carry out tasks
- **Explaining**—using basic mathematical and everyday language, presenting and explaining their responses to tasks in both familiar and different contexts.

Assessment tasks in Prevocational Mathematics include written assessments at the end of each term, as well as investigations and assignments.

Prerequisites

Nil

Other information

NOTE: At least a Sound Achievement (a 'C') in one semester or more of Prevocational Mathematics is one way of satisfying the numeracy component of the QCE.

Career options

Many trades, landscaper, retailer, office worker etc

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| Teacher in charge | Staffroom | Extension |
| Mr P Broome (HOD) | C Block | 399 |

MUSIC DEPARTMENT

| Subject | MUSIC | 091 | MUS |
|---|-------|-----------|-----------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion and the exploration of values. The course encourages students to become creative and adaptable thinkers and problem solvers who are able to make informed decisions, and develop their abilities to analyse and critically evaluate. The discipline and commitment of music making builds self-esteem, personal motivation and independence, as well as providing opportunities for refining their collaborative teamwork skills in activities that reflect the real-world practices of composers, performers and audiences.</p> <p>All learning in Senior Music leads to developing students' musicianship. Music is sound, and any experience of music is essentially and fundamentally aural. Students develop their inner hearing, music skills, techniques and artistry through the study of <i>composition, performance and musicology</i>. <i>Units include: a foundational folk unit, a piano unit, a rock unit, an instrumental music unit, a look at theatrical music and jazz.</i></p> <p>Composition involves the creation of music by combining music elements and concepts in a range of contexts, styles and genres. It entails innovation through exploring and experimenting with sound to synthesise and express ideas. Musicology involves the study of music in social, historical and cultural contexts. It entails researching, analysing and evaluating repertoire and other music sources to synthesise and express a music viewpoint. Performance involves the interpretation of music elements and concepts through playing, singing and /or conducting in context. It entails communicating music to audiences through the synthesis of music ideas, stylistic characteristics and practices.</p> <p>Assessment</p> <p>Students are assessed across the three dimensions of study: composition; musicology; and performance. There are two pieces of assessment in each dimension for Year 11 and Year 12 and an additional task in a dimension of the student's choice in Year 12.</p> <p>Assessment tasks in Music may include: formal written exams, extended responses, essays or multimedia presentations, compositions and small ensemble or solo performances, performances of compositions, improvisation, conducting, and accompanying.</p> <p>Prerequisites</p> <p>At least a C in Year 10 <i>English</i>. At least a C in Year 10 Music and /or proven music experiences.</p> <p>Other information</p> <p>Students undertaking this subject should have high personal motivation, an ability to work independently, and a willingness to work in teams.</p> <p>Career options</p> <p>Music teachers, professional musicians, performers, preschool and primary teachers, sound engineers, music sales, arts administrators, arts librarians.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mrs K Jacobsen (Acting HOD) | | D Block | 359 |

MUSIC DEPARTMENT

| Subject | MUSIC EXTENSION | 092 | MUE |
|---------|-----------------|-----|-----|
|---------|-----------------|-----|-----|

This subject contributes towards an OP

YES

NO

✓

Description

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 assessment task requirements. The course is studied for the two semesters of Year 12, and students must also be enrolled in Senior Music and have completed Year 11 Music to undertake the subject.

The syllabus caters for students with specific abilities in music and it is designed for students interested in exploring in greater depth one of the three areas of study that lie behind the general objectives of the Senior Music syllabus. The Senior Music objectives have been developed in the Music Extension syllabus into three specialisations:

1. Composition
2. Musicology
3. Performance.

As with the Senior Music syllabus, the development of musicianship is central to student experiences and through focused study of one of the three specialisations, students develop their musicianship and strive for a heightened level of musical success through the interrelated general objectives, Investigation of musical sources and realisation of the work. The realisation objective has two dimensions:

Demonstration of technique and skills; and Expression of music ideas.

Assessment

Students are assessed in the general objectives outlined above and assessment will include one investigating research task and two realising tasks, such as performances, compositions or musicology presentations. The nature of the tasks is very broad and will depend on the specialisation and on each student's interests.

Prerequisites

Completed Year 11 Music (Sem 1&2). Be enrolled in Year 12 Music. Students may be asked to undertake an audition.

Other information

With the exception of conducting, students should be having a regular lesson with a teacher to complete the performance strand of this course.

Career options

Music performer or educator.

| Teacher in charge | Staffroom | Extension |
|-----------------------------|-----------|-----------|
| Mrs K Jacobsen (Acting HOD) | D Block | 359 |

PRACTICAL ARTS DEPARTMENT

| | | | |
|----------------|------------------------|-------------|------------|
| Subject | EARLY CHILDHOOD | 6403 | ECJ |
|----------------|------------------------|-------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

The primary focus of the Early Childhood course of study, as in the child-care industry, is to promote the well-being of young children and a greater awareness of the importance of optimum child-care practices in the wider community.

Students are exposed to a range of both theoretical and practical learnings. They develop an awareness and understanding of the development of young children and an ability to use these to facilitate child development.

Students develop a range of practical skills such as: parenting skills; communicating with others (children, family, clients, and colleagues); planning and preparing resources and activities; handling equipment; reading and acting-out stories; and working cooperatively in teams. Most of the practical skills rely on communication in a developmentally-responsive manner with children, and interacting with parents, caregivers and child-care professionals.

Early Childhood gives students opportunities to develop:

- a respect for young children through an awareness and understanding of their social, emotional, physical, intellectual and language development
- a knowledge and practical skill base (including communication and working with others in groups) in relation to the care-giving role and the child-care industry
- knowledge and understanding of childhood environments, the role of parents, caregivers and early childhood professionals in providing suitable environments and programs
- self-confidence, independence, and a readiness for, and responsible attitude to, the workplace and parenthood.

Assessment

Students are assessed on:

- Knowledge and understanding of previously learned factual information
- Analysing and applying techniques, and demonstration of understanding, in practical and theoretical scenarios
- Planning and evaluating as demonstrated in all individual and group practical activities.

Assessment tasks in Early Childhood include two projects as well as one written investigation and one exam per year, and also regular field experience reports which document the practical experience gained at placement.

Prerequisites

Nil

Other information

Student experiences in Year 11 will include work placement in an early childhood setting. Students must be appropriately prepared and presented for this experience. While every effort will be made to place students close to school, students will be required to arrange their own transport to their allocated centre

Career options

Child-care and Early Childhood careers, teacher (Pre-school – Year 3) and associated TAFE Courses.

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|--------------------------|------------------|------------------|
| Teacher in charge | Staffroom | Extension |
| Mr R Miller (HOD) | H Block | 347 |

PRACTICAL ARTS DEPARTMENT

| Subject | ENGINEERING TECHNOLOGY | 074 | ENT |
|---------|------------------------|-----|-----|
|---------|------------------------|-----|-----|

This subject contributes towards an OP

YES

NO

✓

Description

This is a course that helps students understand the concepts and principles of engineering in its broadest sense. It is concerned with the theoretical concepts and practical applications related to technology, industry and society, engineering materials, engineering mechanics, and control systems. The course draws upon the fundamental principles of science, mathematics and technology, reinforcing conceptual ideas through practical workshop and laboratory activities. Integrated throughout is the development of technical communication skills applicable to engineering.

Engineering Technology gives students opportunities to develop an understanding of:

- Technology, industry and society — the interdependence that occurs among technology, industry and society
- Engineering materials — the nature of materials, their property-structure relationships, and the various mechanisms for modifying materials
- Engineering mechanics — the study of mechanics and associated practical applications
- Control systems — the study of control systems, the associated software, hardware and mechanisms, and the application of automated technologies in industry and society.

Assessment

Students are assessed on:

- Knowledge and application of previously learned factual information
- Investigative and analytical processes as applied in practical and theoretical scenarios
- Evaluation and technical communication as demonstrated in all individual and group practical activities.

Assessment tasks in Engineering Technology include: extended written response items, calculations, responses to stimulus materials, project and research work, investigations and assignments.

Prerequisites

At least a C in Year 10 Maths

(Recommended- at least a C in Year 10 Science)

Other information

This subject has a very strong Mathematics and Physics focus with practical application of researched scenarios.

Career options

All strands of Engineering, Building Construction and Design

| Teacher in charge | Staffroom | Extension |
|-------------------|-----------|-----------|
| Mr R Miller (HOD) | H Block | 347 |

PRACTICAL ARTS DEPARTMENT

| Subject | GRAPHICS | 076 | GPH |
|---|----------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| Description <p>The content of the course will be delivered through the inclusion of areas of study in the three contextual units/themes of Graphic Design, Built Environment and Industrial Design, and will be consolidated by Folio Presentations of appropriate examples from everyday applications.</p> <p>The core areas of graphical representation which will be addressed are:</p> <ul style="list-style-type: none"> • Pictorial Projection – 3 dimensional drawing • Orthographic Projection – 2 dimensional drawing • Illustrative graphics – sketching • Presentational Graphics – rendering and reprographics • Surface Development – the laying out of the net shape of all surfaces • Field Exercise – surveying • CAD application of 2D and 3D drawings. <p>The coursework will be designed by staff and students through consultation which will allow for greater extension with a common core for all students. Although the presentation of some of the course will be done as a manual drafting course, there will be a requirement of computer use in presenting elements of each Design Folio, using CAD software.</p> | | | |
| Assessment <p>Students are assessed on:</p> <ul style="list-style-type: none"> • Knowledge and Understanding of previously learned factual information and techniques • Analysing and Application techniques in investigating written responses and demonstration of a deep understanding in practical graphical applications • Synthesis and Evaluation skills as demonstrated in all individual graphic responses. <p>Assessment tasks in Graphics include a range of methods such as short response tests, extended response tests and design folios.</p> | | | |
| Prerequisites <p>NIL (Recommended, but not essential: Achieve at least a C in Year 10 <i>Graphics</i>.)</p> | | | |
| Other information <p>NIL</p> | | | |
| Career options <p>Engineering, Architecture, Surveying, Commercial Art, Building Construction, Interior Decoration, Teaching Manual Arts, Sign writing, Trades (a preferred subject for Associate Diplomas in Engineering).</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr R Miller (HOD) | | H Block | 347 |

PRACTICAL ARTS DEPARTMENT

| Subject | HOME ECONOMICS | 071 | HEC |
|---------|----------------|-----|-----|
|---------|----------------|-----|-----|

This subject contributes towards an OP

YES

NO

✓

Description

The Home Economics course is an academic subject with a strong practical component. It also provides the opportunity to develop problem-solving and decision-making skills and self-reliance relevant to paid and unpaid work and leisure.

There are four areas of study in the Senior Home Economics course: Families and Food; Feeding Families in the 21st Century; Successful and Independent Young Adults; and Contemporary Textile. Each area is studied for one semester across a two year program; however, the program is written in such a way that the units may be delivered in a different order in alternate years if the class continues to be a composite Year 11/12 class.

In *Families and Food*, students will develop an understanding of the six nutrients, their food sources and specific functions. The health implications of individual food choices are explored and health-promoting behaviours/solutions are developed. Students will be provided with opportunities to display their understanding through practical and theoretical activities during the semester.

The integration of *Successful and Independent Young Adults* provides students with the opportunity to develop an in-depth understanding of the range of factors that enhance positive relationships and living environments.

While studying *Contemporary Textiles*, students will develop understandings and skills which enable them to select, use, make and care for textile items appropriately. They will develop these skills through design and practical application

Assessment

Students are assessed on:

- Knowledge and understanding of previously learned factual information
- Reasoning and Communication processes as exhibited in the interpretation and evaluation of information
- Practical performance as evidenced in ongoing practical tasks and also under exam conditions.

Assessment tasks in Home Economics include: written exams; practical cookery exams; process journals; practical work as applicable to the particular unit of study; and one research assignment per semester, which, dependent on the unit, may be written, practical or a combination of both.

Prerequisites

At least a C in Year 10 *English*.

(Recommended, but not essential: Achieve at least a C in Year 10 *Home Economics*.)

Other information

Special Equipment Needed:

- Food Units: Ingredients for Cooking
- Textile/Clothing Units: Sewing equipment.

Career options

Fashion Designer, Dietician, Chef, Home Economist, Teaching, Nursing, Food Trades, Social Work Careers, Clothing and Textile Trades, Hospitality Management.

| Teacher in charge | Staffroom | Extension |
|-------------------|-----------|-----------|
| Mr R Miller (HOD) | H Block | 347 |

PRACTICAL ARTS DEPARTMENT

| | | | |
|----------------|-------------------------------------|-------------|------------|
| Subject | INDUSTRIAL TECHNOLOGY SKILLS | 6420 | ISK |
|----------------|-------------------------------------|-------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

The course aims to provide students with a general knowledge and an appreciation of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies. It will also equip students with broadly based practical skills, which will be easily transferred to other technical situations.

The course will be delivered with practical demonstrations and supervised practical experience as well as delivery of associated theory. The practical work will be in wood and metal, as well as general skills relevant to many industries.

The general course will include the manufacture of some individual projects to be taken home, but will also include common maintenance activities appropriate to a residential home.

Although students will work in workshops for a large proportion of the course, they may also be instructed in the processes and techniques applicable for general maintenance activities around the school. They may participate in concreting, brick/block laying, paving, construction techniques, welding and engineering applications.

This course may be chosen along with the subject Manufacturing - Furnishing.

Assessment

Students are assessed on:

- *Knowledge and Understanding* of previously learned factual information and techniques
- *Analysing and Applying* processes in investigating and writing responses, and demonstration of a deep understanding in applying processes in practical scenarios
- *Producing and Evaluating* individual practical responses, as well as safe workshop procedures.

Assessment tasks in this subject include assessment and evaluation of the standard of the student's practical work and associated theory. Students will submit a number of projects for assessment and will also complete multimodal responses documenting the development of skills, highlighting of procedures, safe operating procedures etc as part of the project submission. They will also be assessed on their practical demonstration of elements of manufacturing processes in the construction of elements of projects.

Prerequisites

Nil although Wood or Metal Technology to Year 10 would be an advantage.

Other information

Predominantly a practical subject, although appropriate associated theory will be covered to complement the study of practical topics.

Career options

Tradesperson (eg cabinet maker, carpenter, French polisher, wood machinist, welder, fitter and turner, boiler maker, home handyman ...)

Teacher in charge

Staffroom

Extension

Mr R Miller (HOD)

H Block

347

PRACTICAL ARTS DEPARTMENT

| | | | |
|----------------|----------------------------------|-------------|------------|
| Subject | <i>FURNISHING STUDIES</i> | 6418 | FSK |
|----------------|----------------------------------|-------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

The course aims to provide students with a general knowledge and an appreciation of materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies. It will also equip students with broadly based practical skills which will be easily transferred to other technical situations.

The course will be delivered with practical demonstrations and supervised practical experience as well as delivery of associated theory. The practical work will be predominantly in wood, as this course is an introduction to the furnishing industry.

The furnishing industry includes many varied processes and some will be introduced through this subject. Work in solid timber as well as manufactured board, using conventional joining methods as well as knock-down fittings, will form the course. Students will use machinery wherever appropriate in order to mirror the industrial application of the process being demonstrated.

This course may be chosen along with the subject Manufacturing—Industrial Technology Studies.

Assessment

Students are assessed on:

- *Knowledge and Understanding* of previously learned factual information and techniques
- *Analysing and Applying* processes in investigating and writing responses, and demonstration of a deep understanding in applying processes in practical scenarios
- *Producing and Evaluating* individual practical responses, as well as safe workshop procedures.

Assessment tasks in this subject include assessment and evaluation of the standard of the student's practical work and associated theory. Students will submit a number of projects for assessment and will also complete multimodal responses documenting the development of skills, highlighting of procedures, safe operating procedures etc as part of the project submission. They will also be assessed on their practical demonstration of elements of manufacturing processes in the construction of elements of projects.

There will be an end of semester test administered each semester.

Prerequisites

Nil, although Wood or Metal Technology to Year 10 would be an advantage.

Other information

Predominantly a practical subject, although appropriate associated theory will be covered to complement the study of practical topics.

Career options

Tradesperson (particularly in wood-based trades ie cabinet maker, carpenter, French polisher, wood machinist, etc, home handyperson, ...

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| Teacher in charge | Staffroom | Extension |
| Mr R Miller (HOD) | H Block | 347 |

PRACTICAL ARTS DEPARTMENT

| Subject | TECHNOLOGY STUDIES | 078 | TST |
|---|--------------------|------------------|------------------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>Technology Studies is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving methodologies. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve a problem, implement a plan and evaluate the outcomes.</p> <p>Students are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges whilst developing practical skills associated with hand and power tools, machinery and equipment.</p> <p>Students who will be suited to this subject:</p> <ul style="list-style-type: none"> • are academically inclined • have an interest in working practically • have initiative and an interest in problem solving • can display originality of ideas and designs • have high research skills and are able to express these qualities in a design situation. <p>Assessment</p> <p>Students are assessed on:</p> <ul style="list-style-type: none"> • <i>Analysing design problems</i> in relation to learned factual information and techniques • <i>Applying design factors and communicating</i> while investigating and writing responses, and demonstration of a deep understanding in applying processes in practical scenarios • <i>Synthesising and evaluating designs</i> through production of design folios and demonstration of practical skills in the realisation of individual practical responses. <p>Assessment tasks in Technology Studies include: design folios, reports and practical realisation of designs.</p> <p>Prerequisites</p> <p>At least a C in Year 10 English. (Recommended, but not essential: At least a C in Year 10 Wood or Metal Technology.)</p> <p>Other information</p> <p>Students wishing to choose a practical subject but without the heavy academic grounding required for Technology Studies should choose either or both of the Manufacturing courses.</p> <p>Career options</p> <p>Engineering, surveying, architecture, electrical and technical studies, and technology education.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Mr R Miller (HOD) | | H Block | 347 |

PRACTICAL ARTS DEPARTMENT

| Subject | HOSPITALITY STUDIES | 072 | HOS | |
|--|---------------------|------------------|-----|------------------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| Description <p>The Hospitality Studies course will be taught as a predominantly practical subject, but will also have all appropriate theoretical aspects addressed. The following areas are included:</p> <ul style="list-style-type: none"> • Beverage Production and Service <ul style="list-style-type: none"> ○ workplace / food and beverage hygiene ○ production and service of a wide variety of beverages—tea, coffee, mocktails, cappuccino, etc ○ sectors of the Hospitality Industry ○ planning, implementation and evaluation of a ‘Mocktail’ or tea/coffee service event • Clubs and Gaming <ul style="list-style-type: none"> ○ types of clubs in Australia and the many and varied services they offer patrons ○ legislation / legal requirements affecting operations of clubs ○ planning, implementation and evaluation of a buffet lunch /restaurant event • Kitchen Production <ul style="list-style-type: none"> ○ menu styles and appropriate foods ○ analysis and cost control in food production ○ kitchen operations , product knowledge, cuisine styles • Food and Beverage Service <ul style="list-style-type: none"> ○ restaurant planning, preparation, presentation and food/beverage service for a three course table d’hote menu. | | | | |
| Assessment <p>Students are assessed on -</p> <ul style="list-style-type: none"> • Inquiring: examining issues that impact on the hospitality industry • Planning : planning and evaluating the success of hospitality events • Performing: the implementation of the planned event—food production and service. <p>Assessment tasks in Hospitality Studies include: written tests, research assignments presented as either an essay or a report and planned practical hospitality events (eg High Tea, 3 course dinner, Mansfield’s ‘Eat Street’).</p> | | | | |
| Prerequisites <p>Nil</p> | | | | |
| Other information <p>Extra equipment required will include: covered leather shoes; ingredients for practical lessons; plain modest short or long-sleeved white shirt/blouse and plain modest black trousers/skirt (for function work).</p> | | | | |
| Career options <p>Hospitality Studies gives students a foundation that could lead to professional hospitality careers in the industry OR alternatively, students could pursue tertiary studies in hospitality or business management.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Mr R Miller (HOD) | | H Block | | 347 |

PRACTICAL ARTS DEPARTMENT

| Subject | CATERING | 6405 | CAT | |
|--|----------|------------------|-----|------------------|
| This subject contributes towards an OP | | | YES | NO |
| | | | | ✓ |
| Description <p>The Catering course will be taught as a predominantly practical subject, but will also have all appropriate theoretical aspects addressed. The following areas are included:</p> <ul style="list-style-type: none"> • Introduction to the Hospitality Industry <ul style="list-style-type: none"> ○ industry WHS standards ○ sectors of the hospitality industry ○ food hygiene ○ development of basic cookery skills. • Food for Many <ul style="list-style-type: none"> ○ continued development of cookery skills including knife skills ○ continued development of hospitality industry knowledge and practices ○ sectors of the hospitality industry ○ foods appropriate for buffet/smorgasbord styled menus. • Restaurant Menus and Foods <ul style="list-style-type: none"> ○ examination of restaurant menus and courses ○ selection and preparation of appropriate menu items for buffet or smorgasbord menus ○ continued development of practical skills and knowledge of cookery principles. • Restaurant Preparation, Presentation and Service <ul style="list-style-type: none"> ○ planning, implementation and evaluation of an appropriate buffet menu for an ○ evening school restaurant. | | | | |
| Assessment <p>Students are assessed on:</p> <ul style="list-style-type: none"> • <i>Knowledge and understanding</i> of previously learned factual information • <i>Planning and applying</i> decision-making techniques and demonstration of understanding in practical and theoretical scenarios • <i>Examining and applying</i> as demonstrated in all individual and group practical activities. <p>Assessment tasks in Catering include: written tests, practical tests, food production, selling activities, and excursion reports. A heavy emphasis is placed on practical assessment.</p> | | | | |
| Prerequisites <p>Nil</p> | | | | |
| Other information <p>Extra equipment required will include: covered leather shoes; ingredients for practical lessons; plain modest short or long-sleeved white shirt/blouse and plain modest black trousers/skirt (for function work).</p> | | | | |
| Career options <p>This subject has been written to provide an introduction to TAFE courses relating to Catering, Hospitality and Service Industries.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Mr R Miller (HOD) | | H Block | | 347 |

SCIENCE DEPARTMENT

| Subject | BIOLOGY | 042 | BSC |
|--|---------|-----------|-----------|
| This subject contributes towards an OP | | | YES |
| | | | NO |
| | | | ✓ |
| <p>Description</p> <p>The study of Biology provides students with opportunities to:</p> <ul style="list-style-type: none"> gain insight into the scientific manner of investigating problems pertaining to the living world experience the processes of science, which lead to the discovery of new knowledge develop a deeper understanding and an enhanced aesthetic appreciation of the living world. <p>Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society's actions on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.</p> <p>For students to succeed at this subject they must be prepared to revise their work constantly, complete problem solving activities, and prepare for lessons in advance. Extra help is available with subject revision classes held weekly.</p> <p>Assessment from Year 11 may count toward a student's exit level of achievement in BIOLOGY.</p> <p>Field work in both years is a compulsory part of the course. In both years students must also be prepared to design and complete experiments based on knowledge acquired in the semester's topics.</p> <p>Possible topics in the course include: Cell Biology; Animal and Plant Physiology; Ecology; Genetics; Homeostasis; Co-ordination and Control Systems, and Biotechnology.</p> <p>Assessment</p> <ul style="list-style-type: none"> Understanding Biology (recall facts, information) Investigating Biology (designing and performing biological investigations in a laboratory and in the field) Evaluating Biological Issues (analysing and evaluating problems or issues in Biology and developing and explaining solutions). <p>Assessment tasks in Biology include: written exams, experimental work (design and report), research tasks, compulsory field work, and skills tests. A major investigative project (Extended Experimental Investigation) is completed each year.</p> <p>Prerequisites</p> <p>At least a C in Year 10 English, Year 10 Maths and Year 10 Advanced Science (or a B in Year 10 Core Science).</p> <p>(Recommended, but not essential: At least a C in Year 10 Prep Biology.)</p> <p>Other information</p> <p>Students will need to have a scientific calculator</p> <p>Career options</p> <p>Agricultural Science, Forestry, Medicine, Occupational Therapy, Physiotherapy, Speech Therapy, Pharmacy.</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Ms T Vander Spoel (HOD) | | S Block | 354 |

SCIENCE DEPARTMENT

| | | | |
|----------------|------------------|------------|------------|
| Subject | CHEMISTRY | 040 | CHM |
|----------------|------------------|------------|------------|

This subject contributes towards an OP

YES

NO

✓

Description

This course provides students with the opportunity to develop high levels of skills in problem solving, analysis of information (in number and language form), and mathematical manipulation. Chemistry is concerned with the understanding of the structure, properties and reactions of materials.

The two year course contains elements from each of the core areas of: Introduction to Chemistry (atomic theory, bonding, periodicity); quantitative analysis, volumetric analysis, acids and bases; fuels (energy); rates of reaction and equilibrium; analytical chemistry; corrosion and redox (redox); and organic chemistry and analytical methods.

Year 11 assessment will contribute to the Exit result until it is replaced by a more recent assessment item of the same type.

For students to succeed at this subject they must be prepared to consistently revise their work, complete problem solving activities, prepare for lessons in advance and work on assignments regularly. Extra help is available with subject revision classes held weekly.

Students have covered some studies of Chemistry in the Junior science course with coverage of topics such as the chemical reactions unit in semester 1.

Those students who have a high level of mathematical and scientific ability will enjoy the challenge of this course.

Assessment

Students are assessed on:

- Knowledge and conceptual understandings (recall and interpret theory, applications of theory)
- Investigative processes (operate equipment, use primary and secondary data and complete research tasks)
- Evaluating and Concluding (evaluate chemical interrelationships, justify conclusions, and communicate in a variety of ways).

Assessment tasks in Chemistry include: supervised assessments (exams, responses to stimulus data); experimental investigation (hypothesise, design, collect and interpret data), and response tasks (assignment, PowerPoint, article). A major extended experimental investigative project will be completed each year.

Prerequisites

At least a C in Year 10 English, a B in Year 10 Adv Maths and a C in Year 10 Adv Science. Studying Maths B (Recommended, but not essential: At least a C in Year 10 Prep Physical Sciences.)

Other information

Students will need to have a scientific calculator.

Career options

Dentistry, Nursing, Ambulance Officer, Medicine, Forensic Laboratory work, Food Science, Mining and Metallurgy, Pharmacy, Chemical manufacturing...

Teacher in charge

Staffroom

Extension

Ms T Vander Spoel (HOD)

S Block

354

SCIENCE DEPARTMENT

| Subject | SCIENCE 21 | 046 | SCI | |
|--|------------|-----------|-----|-----------|
| This subject contributes towards an OP | | | YES | NO |
| | | | ✓ | |
| Description | | | | |
| <p>This course provides students with the opportunity to develop scientific literacy skills. Students will be exposed to many different areas of science. The main aim of this course is to extend each student’s ability to analyse general scientific concepts that may be discussed in communities and reported in the media.</p> <p>The two year course contains elements from each of the areas of: Physics, Chemistry, Biology, and Earth Science. Each topic studied over the course will integrate several of these areas.</p> <p>For students to succeed at this subject, they must be prepared to revise their work constantly, complete problem solving activities, and prepare for lessons in advance. Extra help is available with subject revision classes held weekly.</p> <p>Science21 is an extension of the general studies of the Junior Science course, but completed at a much higher level.</p> <p>Year 11 assessment contributes to the student’s exit level until it is replaced by a piece of work of the same type in Year 12.</p> | | | | |
| Assessment | | | | |
| <p>Students are assessed on:</p> <ul style="list-style-type: none">• Knowledge and Conceptual Understandings (KCU) - student’s ability to show understanding of scientific concepts, interrelationships between concepts, and applying knowledge to communicate informed solutions about everyday problems• Investigative Processes (IP) - student’s ability to plan and perform scientific investigations, use scientific equipment, collect and organise data in a scientific manner• Issues and Impacts (I&I) - student’s ability to make and express decisions that are scientifically informed. | | | | |
| <p>Assessment tasks in Science21 include: supervised tasks (exams); extended practical investigations (controlled experiments over many weeks); and extended research tasks (assignments).</p> | | | | |
| Prerequisites | | | | |
| <p>At least a C in Year 10 Core/Advanced Science and in Year 10 English.</p> | | | | |
| Other information | | | | |
| <p>Science21 is more difficult than the previous course of Multi-Strand Science.</p> | | | | |
| Career options | | | | |
| <p>Environmental Science courses at Griffith University, some nursing courses, dental assistant, hairdressing courses, and some mechanical trades.</p> | | | | |
| Teacher in charge | | Staffroom | | Extension |
| Ms T Vander Spoel (HOD) | | S Block | | 354 |

SCIENCE DEPARTMENT

| Subject | PHYSICS | 041 | PHY |
|---|---------|------------------|------------------|
| This subject contributes towards an OP | | YES | NO |
| | | ✓ | |
| Description | | | |
| <p>This course provides students with the opportunity to develop high levels of skills in problem solving, analysis of information (in number and language form) and mathematical modelling of physical phenomena and processes. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.</p> <p>The two year course contains elements from each of the three core areas of: Motion, Energy and Forces.</p> <p>For students to succeed at this subject, they must be prepared to revise their work constantly, complete problem solving activities, and prepare for lessons in advance. Extra help is available with subject revision classes held weekly.</p> <p>Students have covered some studies of physics in the junior science course with topics like: Space; Road Science; and Electronics.</p> <p>Those students who have a high level of mathematical and scientific ability will enjoy the challenge of this course.</p> | | | |
| Assessment | | | |
| <p>Students are assessed on:</p> <ul style="list-style-type: none">• Knowledge and conceptual understandings (recall and interpret theory, applications of theory)• Investigative processes (operate equipment, use primary and secondary data and complete research tasks)• Evaluating and Concluding (evaluate physical interrelationships, justify conclusions, and communicate in a variety of ways). <p>Year 11 assessment MAY BE included in the calculation of each student’s exit level of achievement.</p> <p>Assessment tasks in Physics include: exams (mid-semester and end of semester), experimental work (interpreting data), assignments, and skills tests. A major investigative project will be completed each year.</p> | | | |
| Prerequisites | | | |
| <p>At least a C in Year 10 English, a B in Year 10 Adv Maths and Adv Science. Be studying Senior Maths B. (Recommended, but not essential: At least a C in Year 10 Prep Physical Sciences.)</p> | | | |
| Other information | | | |
| <p>Students will need to have a scientific calculator.</p> | | | |
| Career options | | | |
| <p>Medicine, Engineering, Built Environment, Physiotherapy, Defence Forces Pilot, Forensic Scientist, Electrical Trades, Careers in Astronomy, Dentistry, Pharmacy, Radiography</p> | | | |
| Teacher in charge | | Staffroom | Extension |
| Ms T Vander Spoel (HOD) | | S Block | 354 |

SENIOR SCHOOLING DEPARTMENT

TAFE / CERTIFICATE COURSES

Mansfield State High School is in partnership with TAFE Queensland Brisbane, TAFE Queensland SkillsTech and other external Registered Training Organisations (RTO) to provide opportunities for Year 11 and 12 students to undertake Certificate courses in a range of interest areas, while completing their senior studies. Many courses include nationally recognised industry competencies.

Certificate courses vary in length from one semester to two years. In addition, courses vary in attendance times from one day to one and a half days per week. As most students would miss school lessons to attend courses, they must also have approval from the Guidance Officer before applying. Timetable arrangements can then be negotiated by students dropping a subject to accommodate the course requirements. Students in Year 11 and 12 may reduce their study load only while they remain in the course.

Courses on offer are advertised in Term 3 the previous year, and vary from semester to semester and year to year. Previous courses include:

- Certificate II in Animal Studies
- Certificate II in Auslan
- Certificate II in Automotive
- Certificate II/III in Beauty and Hairdressing
- Certificate I/II in Building and Construction
- Certificate III/IV in Business and Justice Studies
- Certificate III in Early Childhood Education and Care
- Certificate II in Electro-technology
- Certificate II in Engineering
- Certificate II/III in Fashion
- Certificate II in Horticulture
- Certificate II/III in Hospitality
- Certificate II/III in Information Technology
- Certificate II in Logistics
- Certificate III in Media and Digital Design
- Certificate III in Music and Sound Production
- Certificate II in Science and Allied Health
- Certificate II/III in Sport and Recreation
- Certificate II/III in Tourism and Events
- Certificate III in Visual Arts

Students need to be committed to completing the courses. They must also be prepared to pay full course fees on application, pay material costs and organise their transport to and from their allocated campus. Campuses are located at Mt Gravatt, Alexandra Hills, Loganlea, Acacia Ridge, and Southbank.

All students will receive some type of certificate on completion of their course. This could be a *Result of Assessment*, *Statement of Attainment* or *Statement of Attendance*. Successful completion of a Certificate course can contribute between 2 – 8 credits towards a student's QCE.

Students and parents should note that the school cannot guarantee a place in a TAFE course for any student. The success of students being placed in a course will depend on the number of students from various schools wishing to do each course.

Students and parents requiring further information should direct all enquiries to the Head of Department (Senior Schooling).

| Teacher in charge | Staffroom | Extension |
|-------------------------|-----------|-----------|
| Ms K Hixon (Acting HOD) | F13 | 365 |

SENIOR SCHOOLING DEPARTMENT

WORK EXPERIENCE

Work experience is offered to all Year 10 to 12 students. The main purpose of work experience is to familiarise students with working conditions and employer expectations. In addition, it offers students the opportunity to sample a specific type of work, and also promotes personal and social development.

The conditions of Mansfield State High School's program are based on The Education (Work Experience) Act 1996:

- students must be 14 years and over;
- students receive no payment in money or kind;
- students will work five days during normal working hours for the industry;
- students are covered by Workers' Compensation; and
- employers are covered by an indemnity policy taken out by Education Queensland.

Although the program isn't compulsory, this opportunity is highly recommended to all students for the following reasons:

- it provides students with insight into a specific job and therefore helps students clarify their career goals;
- it increases students' awareness of procedures, conditions and expectations of the workplace in general;
- it provides opportunities for students to apply school knowledge and skills in a practical work environment;
- it provides work experience and an employer report for future job applications;
- it can provide students with casual, part-time and future full-time work; and
- it can open doors for school-based apprenticeships and traineeships.

This sampling program of work experience provides students with a broader range of job opportunities than a structured work experience program which is usually limited to jobs related to school subjects a student is undertaking.

Students and parents requiring further information may contact the Head of Department (Senior Schooling).

| Teacher in charge | Staffroom | Extension |
|-------------------------|-----------|-----------|
| Ms K Hixon (Acting HOD) | F13 | 365 |

SENIOR SCHOOLING DEPARTMENT

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SATs)

Year 11 and 12 students interested in pursuing careers in trades or related service industries may wish to take up the option of undertaking a traineeship or an apprenticeship whilst undertaking their senior studies and gaining credits towards their Queensland Certificate of Education (QCE). Although it is possible to complete some traineeships by the end of Year 12, many school-based apprenticeships continue after Year 12 has been completed, converting then to regular full-time or part-time apprenticeships.

SAT students are considered an employee while in the work place, and will be paid a wage in accordance with the payment set for the industry. The student will attend the workplace for a period of time, usually between eight and twelve hours per week. This may represent one day a week, with weekend work, some evening or some work during the school term with extra work during school vacations. The training aspect of the program may be done on-the-job, at a Supervising Registered Training Organisation (SRT0) such as TAFE or a private College, or in a block of time during the school holidays. Most students would drop one school subject to cope with these demands. For this reason, amongst others, any student contemplating undertaking a SAT must initially speak with both the Head of Department (Senior Schooling) and a Guidance Officer.

For a school-based arrangement to be created, students must have the support of:

- A **host employer** at a workplace that allows the demonstration of relevant skills and knowledge;
- The **school** (represented by the Head of Department - Senior Schooling);
- A **Supervising Registered Training Organisation** (SRT0) that delivers training;
- Their **parent / caregiver** who represents them; and
- An **Apprenticeship Centre** representative who draws up the training contract on behalf of the Australian Government.

The traineeship / apprenticeship is formalised through the signing of a Training Agreement by all parties listed above. This is a legal document and so should be carefully considered before signing. Timetable arrangements can then be negotiated by students dropping a subject to accommodate the work and training required.

Students are required to find an employer willing to employ them as a school-based apprentice or trainee. However, students are not to contact any employers until they have met with the Head of Department (Senior Schooling) and the Guidance Officer and completed the necessary school application forms. Students and parents should note that the school cannot guarantee a school-based apprenticeship or traineeship to all interested students. It is ultimately up to employers to decide if they wish to employ a school-based trainee or apprentice. Unfortunately, not all industries are suited to the part-time nature of SATs. For these reasons, students are required to choose and undertake six subjects until such time as they are signed up as a school-based apprentice or trainee.

Successful completion of a Qualification can contribute 4 – 8 credit points towards a student's QCE. A full list of Qualifications that are supported through School-Based Traineeships and Apprenticeships is available at www.apprenticeshipsinfo.qld.gov.au.

All interested students and parents should contact the Head of Department (Senior Schooling) for more information and before signing any SAT Training Agreement.

| Teacher in charge | Staffroom | Extension |
|-------------------------|-----------|-----------|
| Ms K Hixon (Acting HOD) | F13 | 365 |

GUIDANCE OFFICERS

LINKS WITH UNIVERSITIES

Queensland University of Technology (QUT), University of Queensland (UQ), Griffith University (GU), and some other institutions all offer programs of study whereby students in Year 12 undertake one unit of work from a selected university faculty in a semester.

The objectives are to provide students with the opportunity to :

- sample university life (HECs-free),
- study in an area of interest, but not necessarily a future career area, and/or
- receive an early start into a specific course of study.

Students who choose to select this path are required to fulfil all Year 12 assessment requirements as well as university requirements. It is not a substitute for, nor an alternative to Senior studies.

Attendance at lectures and tutorials, as well as some laboratory sessions for Science related subjects, is compulsory and it is up to the individual students to provide their own transport to campus and provide their own study materials.

Considerable ongoing success with school studies must always be the student's first priority.

Students who choose to do university studies in Year 12 must:

- Achieve minimum HA results in most subjects
- Be highly motivated
- Be prepared to commit for at least one semester
- Be able to transport themselves (public or private)
- Investigate courses and select suitable options
- Complete relevant paperwork in a timely and accurate manner
- Liaise with relevant Mansfield High School personnel
- Be clear on where the study will fit into post-secondary options
- Have support structures at home to facilitate success at school and at university
- Be, and continue to be, excellent ambassadors for our school
- Meet and continue to comply with all other school requirements
- Have very good time management skills.

Please note that University timetables are generally not available until late December to early January. Therefore planning around existing workloads can be difficult.

| Teachers in charge | Staffroom | Extension |
|--|-----------|-----------|
| Guidance Officers (Ms Mistry, Mrs Nielsen) | A20, A19 | 316, 318 |

| | | | | | |
|---|---|-------------|--|-----------|---|
| S U B J E C T S E L E C T I O N F O R M | Return this sheet at your SET Planning meeting and do online Course Selection by FRIDAY 1 SEPTEMBER 2017. | | Date Received: | | |
| | STUDENT NAME | | | SDP CLASS | |
| | | Family Name | Given Name | | |
| | STUDENT NUMBER | LUI | | | |
| | SUBJECT CHOICES FOR YEAR 11 IN 2018 | | | | |
| | Choose ONE of each of the following subjects: | | | | |
| | 1. <input type="checkbox"/> English OR | | <input type="checkbox"/> <u>English Communication</u> | | |
| | 2. <input type="checkbox"/> Mathematics B OR | | <input type="checkbox"/> Mathematics A OR | | <input type="checkbox"/> <u>Prevocational Mathematics</u> |
| | Choose FOUR elective subjects from the list of Authority and Authority-Registered Subjects in ORDER OF PRIORITY . See NOTES overleaf. | | | | |
| | 3. _____ | | | | |
| 4. _____ | | | | | |
| 5. _____ | | | | | |
| 6. _____ | | | | | |
| Emergency subject: Select another subject you would do if one of your first four subjects were not available. | | | | | |
| 7. _____ | | | | | |
| AUTHORITY SUBJECTS | | | AUTHORITY-REGISTERED SUBJECTS (see Notes A, B and C) | | |
| Accounting Business Communication and Technologies Business Management Legal Studies Physical Education Health Education Advanced French French Japanese Mathematics C – (see Note F) Visual Art Dance Drama Film, Television and New Media Music Engineering Technology Graphics Home Economics Hospitality Studies Technology Studies Biology Chemistry Science21 Physics – (see Note E) Ancient History Economics Geography Modern History Information Processing & Technology Information Technology Systems | | | <u>Business Studies</u> <u>Recreation</u> <u>Visual Art in Practice</u> <u>Early Childhood</u> <u>Manufacturing – Industrial Technology Studies</u> <u>Manufacturing – Furnishing Studies</u> <u>Catering</u> <u>Information and Communications Technology Studies</u> <u>Media Arts in Practice</u> | | |
| | | | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Student Signature _____ Date _____ </div> <div style="border: 1px solid black; padding: 5px;"> Parent Signature _____ Date _____ </div> | | |
| | | | Office Use Only | | |

NOTES ABOUT SUBJECTS

“Authority-registered” subjects do not count towards an OP. They are not QCAA “Authority” subjects.

Students who are seeking a less academic course and who are not interested in tertiary entrance may include several “Authority-registered” subjects.

Students who wish to be eligible for an overall position (OP) must select at least five (5) “Authority” subjects.

Any subject can only be chosen **once**.

If Physics is chosen, it is normally advisable to take Mathematics C as well.

Mathematics C can only be chosen in conjunction with Mathematics B.

The availability of subjects will depend on student demand, staffing and availability of physical resources.

By negotiation, students may select TAFE or University subjects in place of a preferred subject. These subjects are offered on a semester basis and will require an approval process.

SUBJECT COSTS (VERY APPROXIMATE ONLY) per year

| | | | |
|------|---|------|---|
| \$38 | English | \$38 | <u>English Communication</u> |
| \$15 | Accounting | | |
| \$30 | Business Communication and Technologies | \$16 | <u>Prevocational Maths</u> |
| \$40 | Business Management | | |
| \$16 | Legal Studies | \$40 | <u>Business Studies</u> |
| \$40 | Physical Education | | |
| \$40 | Health Education | \$40 | <u>Recreation</u> |
| \$65 | Advanced French | | |
| \$40 | French | \$45 | <u>Visual Arts in Practice</u> |
| \$20 | Japanese | | |
| \$16 | Mathematics A | \$17 | <u>Early Childhood</u> |
| \$16 | Mathematics B | | |
| \$12 | Mathematics C | \$44 | <u>Manufacturing – Industrial Technology Skills</u> |
| \$45 | Visual Art | | |
| \$25 | Dance | \$74 | <u>Studies Manufacturing – Furnishing Studies</u> |
| \$25 | Drama | | |
| \$65 | Film, Television and New Media | \$23 | <u>Catering</u> |
| \$25 | Music | | |
| \$25 | Music Extension | \$40 | <u>Information and Communications Technology</u> |
| \$25 | Engineering Technology | | |
| \$12 | Graphics | | <u>Studies</u> |
| \$30 | Home Economics | | |
| \$30 | Hospitality Studies | \$50 | <u>Media Arts in Practice</u> |
| \$50 | Technology Studies | | |
| \$20 | Biology | | |
| \$20 | Chemistry | | |
| \$10 | Science21 | | |
| \$15 | Physics | | |
| \$16 | Ancient History | | |
| \$16 | Economics | | |
| \$16 | Geography | | |
| \$16 | Modern History | | |
| \$40 | Information Processing & Technology | | |
| \$50 | Information Technology Systems | | |

PREREQUISITES FOR SENIOR AUTHORITY SUBJECTS

In order to study Senior Authority subjects, students **must at least meet the prerequisites** below. Other **recommendations** are also to be noted.

The Principal reserves the right to take into consideration other factors that may impact upon the student's ability to otherwise have met these prerequisites. These will be considered by individual application to the Principal.

| Senior Authority Subject | Prerequisite (COMPULSORY) | Recommended, but not essential |
|---------------------------------------|--|--|
| Accounting | At least a C in Year 10 <i>English</i> | At least a C in Year 10 <i>Money Management</i> . |
| Advanced French & French Extension | At least a C in Year 10 <i>Immersion French</i> . | |
| Ancient History | At least a C in Year 10 <i>English</i> | At least a C in a Year 10 History elective. |
| Biology | At least a C in Year 10 <i>English</i> , Year 10 <i>Maths</i> and Year 10 <i>Adv Science (or a B in Year 10 Core Science)</i> . | At least a C in Year 10 <i>Prep Biology</i> . |
| Business Communication & Technologies | At least a C in Year 10 <i>English</i> | At least a C in Year 10 <i>Business</i> subjects. |
| Business Management | At least a C in Year 10 <i>English</i> | At least a C in Year 10 <i>Business</i> subjects. |
| Chemistry | At least a C in Year 10 <i>English</i> , Year 10 <i>Maths</i> and Year 10 <i>Adv Science</i> . | At least a C in Year 10 <i>Prep Physical Sciences</i> . Be studying Senior Maths B. |
| Dance | At least a C in Year 10 <i>English</i> . Some Dance experience is advantageous. An interview might be requested | |
| Drama | At least a C in Year 10 <i>English</i> | At least a C in Year 10 <i>Drama</i> . |
| Economics | At least a C in Year 10 <i>English</i> and Year 10 <i>Maths</i> | |
| English | At least a C in Year 10 <i>English</i> | |
| Engineering Technology | At least a C in Year 10 Mathematics | At least a C in Year 10 Science |
| Film, Television and New Media | At least a C in Year 10 <i>English</i> | At least a B in Year 10 <i>English</i> and at least a B in one semester of Junior <i>Media Studies</i> . |
| French | At least a C in Year 10 <i>French</i> or <i>Immersion French</i> | |
| Geography | At least a C in Year 10 <i>English</i> | At least a C in a Year 10 Geography elective. |
| Graphics | | At least a C in Year 10 <i>Graphics</i> . |
| Health Education | At least a C in Year 10 <i>English</i> | |
| Home Economics | At least a C in Year 10 <i>English</i> | At least a C in <i>Home Economics</i> . |
| Information Processing & Technology | At least a C in Year 10 <i>English</i> and Year 10 <i>Maths</i> | At least a B in year 10 <i>IT Programming</i> . At least a B in Year 10 <i>English</i> and Year 10 <i>Maths</i> . |
| Information Technology Systems | At least a C in Year 10 <i>English</i> and Year 10 <i>Maths</i> | |
| Japanese | At least a C in Year 10 <i>Japanese</i> . | |
| Legal Studies | At least a C in Year 10 <i>English</i> . | At least a C in Year 10 <i>Crime and Punishment</i> . |
| Mathematics A | | |
| Mathematics B | At least a C+ in year 10 <i>Adv Maths</i> with a C in the criterion <i>Thinking & Reasoning</i> . | At least a B in Year 10 <i>Adv Maths</i> with a B in the criterion <i>Thinking and Reasoning</i> . |
| Mathematics C | At least a C+ in year 10 <i>Adv Maths</i> with a C in the criterion <i>Thinking & Reasoning</i> . Must study <i>Senior Maths B</i> . | At least a B in Year 10 <i>Adv Maths</i> with a B in the criterion <i>Thinking and Reasoning</i> . |
| Modern History | At least a C in Year 10 <i>English</i> | At least a C in a Year 10 History elective. |
| Music | At least a C in Year 10 <i>English</i> and Yr 10 <i>Music</i> | |
| Music Extension (a Year 12 subject) | At least a C in Year 11 Music (Sem 1& 2). Be enrolled in Year 12 Music. Students may be asked to undertake an audition. | |
| Physical Education | At least a C in Year 10 <i>English</i> . | At least a C in Year 10 <i>Intro to Senior Physical Education</i> . |
| Physics | At least a C in Year 10 <i>English</i> , a C in Year 10 <i>Adv Maths</i> and <i>Adv Science</i> . Be studying Senior Maths B. | At least a C in Year 10 <i>Intro to Senior Physical Sciences</i> . |
| Science 21 | At least a C in Year 10 <i>Core/Adv Science</i> and in Year 10 <i>English</i> | |
| Technology Studies | At least a C in Year 10 <i>English</i> . | At least a C in Year 10 <i>Wood</i> or <i>Metal Technology</i> . |
| Visual Art | At least a C in Year 10 <i>English</i> . | At least a C in Year <i>Art</i> |

FOR YOUR NOTE-TAKING

[illegible]