YEAR 11 & 12 2017
SENIOR SUBJECT SELECTION
HANDBOOK

<table>
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<th>Version</th>
<th>Modified By</th>
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<td>Tony McCormack (Deputy Principal)</td>
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<td>Tony McCormack (Deputy Principal)</td>
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</table>
Contents

1.0 The Senior Phase 4

1.1 Principal’s welcome 4

1.2 Curriculum overview 4

1.3 Queensland Certificate of Education (QCE) 6

1.4 Queensland Certificate of Individual Achievement (QCIA) 6

1.5 University pathways (OP eligibility and QTAC rank) 6

1.6 School based apprenticeships and traineeships (SAT) 7

1.7 Vocational education 7

1.7.1. LDHS delivered courses 7

1.7.2. VET in Schools (VETiS) 7

1.7.3. External study 7

2.0 Choosing subjects 8

2.1 Guidance Officer’s guide to choosing subjects 8

2.2 Selection guidelines 9

2.3 Pre-requisite policy 9

2.4 Pre-requisites and co-study exclusions 10

3.0 Subjects – by faculty

3.1. English

3.1.1. English (Authority subject) 12

3.1.2. English Communication (SAS subject) 13

3.2. Mathematics

3.2.1. Mathematics A (Authority subject) 14

3.2.2. Mathematics B (Authority subject) 15

3.2.3. Mathematics C (Authority subject) 16

3.2.4. Prevocational Mathematics (SAS subject) 17

3.3. Humanities

3.3.1. Ancient History (Authority subject) 18

3.3.2. Geography (Authority subject) 29

3.3.3. Modern History (Authority subject) 20

3.3.4. Social and Community Studies (SAS subject) 21

3.3.5. Tourism (SAS subject) 22
3.4. Science
   3.4.1. Agricultural Practices (SAS subject) 23
   3.4.2. Agricultural Science (Authority subject) 24
   3.4.3. Biology (Authority subject) 25
   3.4.4. Chemistry (Authority subject) 26
   3.4.5. Physics (Authority subject) 27
   3.4.6. Science in Practice (SAS subject) 28

3.5. Business and Technology
   3.5.1. Accounting (Authority subject) 29
   3.5.2. Business Studies (SAS) 30
   3.5.3. Business Communications & Tech. (Authority subject) 31
   3.5.4. Cert. II in Business / Cert. II in IDMT (VET) 32
   3.5.5. Information & Communication Tech. (SAS subject) 33
   3.5.6. Information Processing & Tech. (Authority subject) 34
   3.5.7. Information Tech. Systems (Authority subject) 35
   3.5.8. Legal Studies (Authority subject) 36

3.6. Practical Arts
   3.6.1. Cert. I & II in Automotive (Vocational Prep.) (VET) 37
   3.6.2. Cert. II in Engineering Pathways (VET) 38
   3.6.3. Cert. I & II in Hospitality (VET – VETiS) 39
   3.6.4. Early Childhood Practices (SAS subject) 40
   3.6.5. Engineering Skills (SAS subject) 41
   3.6.6. Furnishing Skills (SAS subject) 42
   3.6.7. Industrial Graphics Skills (Authority subject) 43
   3.6.8. Hospitality Practices (SAS subject) 44
   3.6.9. Hospitality Studies (Authority subject) 45

3.7. Health and Physical Education
   3.7.1. Health Education (Authority subject) 46
   3.7.2. Physical Education (Authority subject) 47
   3.7.3. Recreation (SAS subject) 48

3.8. The Arts
   3.8.1. Dance in Practice (SAS subject) 49
   3.8.2. Media Arts in Practice (SAS subject) 50
   3.8.3. Music in Practice (SAS subject) 51
   3.8.4. Visual Arts in Practice (SAS subject) 52
   3.8.5. Drama (Authority subject) 53
   3.8.6. Film, Television & New Media (Authority subject) 54
   3.8.7. Music (Authority subject) 55
   3.8.8. Music Extension (Authority subject – Year 12 only) 56
   3.8.9. Visual Art (Authority subject) 57

3.9. LOTE
   3.9.1. German (Authority subject) 58

3.10. Special Education Program 59
The Senior Phase

Principal’s welcome

On behalf of Lockyer District High School I welcome you to the Senior Phase of Learning; a two year commitment to learning, with a clear view towards life after school. At Lockyer our vision is of students, working together to ensure that every day, in every classroom, every student is learning and achieving. Every student is becoming enterprising, resilient, creative, adaptive and confident individuals.

High expectations, particularly of individual performance are fundamental drivers of these values. There are endless examples of high personal expectations on the sporting field, in the corporate world and in industry. This focus on continuous improvement and being at ones best for more and more of the time each day is as important for students at Lockyer District High School, as it is for elite athletes or corporate giants. Many of today’s leaders practiced and developed their skills in this regard, while they were at school.

High expectations include respectful communication and positive relationship building, a strong and safe work ethic and active participation in cultural, community and/or sporting events. The senior phase at Lockyer District High School provides many and varied opportunities to be involved in the curriculum, school and community events, to build these skills and practice personal improvement.

All senior students play a leadership role in the school. With this responsibility, they need to have high expectations of themselves. They need to represent themselves with distinction when in the classroom, in the school yard and while they represent the school in the community.

These are habits for life. Students who have high expectations of themselves at LDHS really do belong….believe….achieve.

Darren Cook
Principal

Curriculum overview

Throughout Year 11 and 12, the underlying service guarantee is to provide students with the opportunity to attain their Queensland Certificate of Education (QCE), or Queensland Certificate of Individual Achievement (QCIA) as appropriate. These pathways are explained in greater detail on page 6. Beyond this, students may choose a pathway that leads into University, work, or further training at the completion of Year 12; or a blended pathway that ultimately leaves options open. Through the Year 10 Careers program and Senior Training and Education Plan interviews (SET Plans), students will be given guidance and support to choose the best pathway for them – either pure OP/University bound, aiming towards a trade or employment, or a blend of both to work towards further training or employment.

Students in Year 11 and 12 must study an English subject (English Communication or English) and a core Mathematics subject (Prevocational Maths, Maths A or Maths B). They will also choose to study four electives; or a minimum of three electives and an external course of study such as a School Based Apprenticeship or Traineeship, or a further certificate course through an external Registered Training Organisation.
Queensland Certificate of Education (QCE)

The main aim of the Senior Phase is to equip students with their Queensland Certificate of Education (QCE) by the end of Year 12. This certificate represents a successful completion of Year 12, Senior education and is the equivalent of the old Senior Statement. It is a qualification – and not an automatic right – that is earned through meeting several criteria:

- Literacy component – normally obtained through passing English or English Communication
- Numeracy component – normally obtained through passing Prevocational Maths, Maths A or B
- 20 credits – credits are earned through passing semesters of subjects, or through completing certificate courses and other recognised studies. The passing result is taken at exit from a subject, and assumed to be the same result for all semesters studied. This means that if you study two semesters of a subject and pass the first one but fail the second before leaving the subject at the end of Year 11; you will receive no credits. On the other hand, if you failed the first one but passed the second before leaving the subject at the end of Year 11; you would receive two credits
- Completed core – this means that students must pass at least three subjects at the end of Year 12, that they have started at the beginning of Year 11, and not moved out of

Most students will receive their QCE by:

- Passing English at the end of Year 12 (four semesters – 4 credits, and Literacy component)
- Passing Maths at the end of Year 12 (four semesters – 4 credits, and Numeracy component)
- Passing at least three of their other subjects at the end of Year 12 (four semesters each, x 3 subjects = 12 credits)

Where subject changes occur - or students are undertaking a School Based Apprenticeship/Traineeship, or other external course of study – a more individualised pathway may be needed to ensure the criteria are met. It is vital that students choose a course of study at the commencement of Year 11 that – as best as possible – suits their needs and ensures that they will be successful in the subjects they have chosen.

Further information about the QCE can be found on the Queensland Curriculum & Assessment Authority (QCAA) website: http://www.qcaa.qld.edu.au/3167.html.

Queensland Certificate of Individual Achievement (QCIA)

This certificate recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. These learning plans are developed by our Special Education Unit, in conjunction with parents and students. Further information about the QCIA can be found on the QCAA website: http://www.qcaa.qld.edu.au/590.html.

University pathways (OP eligibility and QTAC rank)

To be eligible for an Overall Position (OP), students must study at least 5 Authority subjects over the two years of senior; an OP is calculated – in part – based on the ‘best 20 semesters’ of Authority subjects (5 subjects x 4 semesters each = 20 semesters). Students eligible for an OP will receive a tertiary entrance statement that will contain information about their OP and field positions (FP). More information is available on the QCAA website: http://www.qcaa.qld.edu.au/570.html.

While an OP is often the most direct route for University entrance, students who are not eligible for an OP may still seek University entrance via a QTAC Rank. A QTAC selection rank is allocated on the basis of results in their best 20 semester units of Authority and Authority-registered subjects, and VET units of competency/modules recorded on the Senior Statement. It is important to note that getting an OP ‘just in case’ is often not the most effective pathway for students, and that rather a QTAC rank may be a better ‘just in case’ University entrance pathway.
School based apprenticeships and traineeships (SAT)

School-based apprenticeships and traineeships (SATs) allow students to work for an employer and undertake training towards a recognised qualification, whilst completing their QCE and OP or other studies. This can be very useful to help: get a head start on a career while still at school; train towards a qualification in a nationally recognised qualification that can count towards a Queensland Certificate of Education (QCE).

Engagement in the program depends on availability of a SAT in the student’s chosen field and on a selection process managed by the employer or Group Training Organisation. To improve the student’s chances of securing a SAT, we recommend students approach local employers directly to see if they may be willing to take them on.

Local employers also contact the school and positions are advertised on the notices and the notice board under A block.

For further information regarding SATs, contact Mr Tessier (HOD - Senior Transition). Information is also available on the Queensland Government’s Apprenticeships Info website: http://apprenticeshipsinfo.qld.gov.au/.

Vocational education

Vocational education and training (VET) is “education and training for work” and allows students to receive nationally recognised training qualifications and certificates, in industries and work skills that are directly related to employment fields. There are three broad categories of VET studies that students may undertake during their senior phase:

1) **LDHS delivered courses:**
   
   There are a range of Certificate I and Certificate II level courses that are developed by Lockyer District High School staff and delivered to our students both at school and in a variety of workplace environments. These courses are delivered within the normal timetable of the school and operate as any other subject; except that students receive a nationally recognised certificate qualification upon successful completion of the course. Some subject fees may apply.

2) **VET in Schools (VETiS):**
   
   Some VET courses are developed in partnership with an external Registered Training Organisation (RTO) to run either within our timetable, or as a course of study that is supported by the school. These courses – such as the Certificate II Hospitality program with SmartSkills, Certificate II/III Rural Operations program with UQ Gatton, or the Certificate II Logistics program GenR8 – are funded under a Government initiative known as VET in Schools, or VETiS, which enables students to access the training either for free or at a heavily subsidised rate.

   Students are only able to access VETiS funding for one qualification, and as such must be aware of the funding implications if they are choosing to study VETiS courses. It is still possible for students to study multiple VETiS programs; however only one course will be funded by the Government and heavy fees may apply for training in the second or subsequent courses.

3) **External study:**
   
   Students are also encouraged and supported to engage with TAFE or other vocational courses that are not directly offered by the school. Modifications to the timetable are possible, including a possible line of spares to enable students to catch up work missed whilst at TAFE. Students interested in external study should speak to Mr McCormack (Deputy Principal).
Choosing subjects

Guidance Officers guide to choosing subjects

It is important to choose Senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

As an overall plan, it is suggested that you choose subject which:
- You are likely to enjoy
- Have allowed you to achieve good results
- Reflect your interests and abilities
- Help you to achieve your career and employment goals
- Will develop skills, knowledge and attitudes useful throughout your life

Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain then select subjects that will keep several career options open to you. I can help you get started.

You will also need to find out about the various study pathways you can follow to obtain the qualifications you will need to get a job in the occupational fields in which you are interested.

The following resources are available in schools and online. These give you information about occupations and the subjects and courses needed to gain entry to these occupations.

The "Tertiary Prerequisites 2018" booklet, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2018.

If you are planning to do Tertiary (University) Study after Year 12 you need choose subjects which allow you to gain an OP at the end of Yr11 & Yr12 studies. To be eligible for an OP:
- You must complete at least 20 semesters of Authority studies (5 Authority subjects).
- At least three subjects must remain unchanged throughout Years 11 and 12.
- You must also sit for the Queensland Core Skills Test. (QCS)

Ensure you select the prerequisite subjects required for your preferred courses. These are listed in QTAC Tertiary Prerequisites 2017. Visit QTAC site.

A number of Year 12 students who are ineligible for an OP gain entry to tertiary courses on the basis of a selection rank. Most of these students apply for Diploma and Advanced Diploma courses without OPs: A handout that is available from the QTAC website at Non-OP. Search TAFE online for information about TAFE courses.

Find out about the subjects offered at LDHS.

Use this book and talk with teachers. 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 Officer and Deputy Principals. Don’t be afraid to seek their assistance. They are all prepared to help

Ros Booth
Guidance Officer
Selection guidelines

All students must choose one English, one Maths and four other subjects. Timetable modifications such as spares to support SATs or external VET study will be negotiated at the beginning of Year 11 once all timetables are finalised. In the meantime, it is important for all students to have six subjects in order to ensure flexibility in the final timetable.

OP Pathway:

Students interested in pursuing an OP must choose Authority English, and either Mathematics A or Mathematics B. They must also choose at least three other Authority subjects, taking into account University pre-requisites for some courses (such as a mandatory science for Primary Education).

If students select more than one non-OP subject or option (SAS / VET / VETiS / SAT), they will not be eligible for Tertiary Entrance using the OP pathway. Such students still remain eligible for a QCE. It is important to remember that the OP pathway is not the only means of tertiary entrance.

QTAC Ranking:

Students interested in keeping University aspirations open – but who are not interested in obtaining an OP – should aim to study three or four Authority subjects, in areas that they are most likely to succeed.

Parents and students should be aware that all practical subjects have safety expectations in behaviour, dress and required equipment. There also may be material and equipment costs attached to these subjects. Any student who cannot or does not fulfil these requirements will be directed to select another subject.

Students will not be permitted to study a subject with a fee attached if all fees from previous years have not been paid.

Pre-requisite policy

Students, when choosing a course of study for the Senior Phase of schooling, are expected to make a wise and considered decision. The choices they make are informed by their past academic performance, personal interest, prerequisites and standards for senior subjects and the requirements for their intended future pathway.

From 2016, a new Pre-requisite policy has been published on our website and distributed widely to parents through report cards and subject selection material. The basis of this policy is to enable all students to experience success in their chosen pathway, by ensuring students wishing to enter senior subjects complete the required prerequisite subjects and meet minimum standards for their chosen senior subjects. All students must also maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student continuing to experience success in their chosen pathway.

Where students insist that they be able to enter a subject even though they do not have the prerequisite subject and minimum standard, they are to be given one semester to demonstrate they are capable of attaining a reasonable academic performance. Reasonable academic performance is defined as achieving a Sound (C) achievement or above. Parents and students should ensure they have read and understood the Pre-requisite policy prior to selecting subjects.
## Pre-requisites and co-study exclusions

### Pre-requisites (Authority subjects):

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<th>SENIOR SUBJECT</th>
<th>PREREQUISITE / MINIMUM STANDARD</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>B in English and Mathematics or C Extension Maths</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>B in Maths or C in Maths Extension; B in English and Science</td>
</tr>
<tr>
<td>Ancient History</td>
<td>B in English and B in History or Humanities Extension</td>
</tr>
<tr>
<td>Biology</td>
<td>B in Science and English</td>
</tr>
<tr>
<td>Business Communication and Technology</td>
<td>C in English and Mathematics or Mathematics Extension</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B in Science and English; B in Mathematics or C in Mathematics Extension</td>
</tr>
<tr>
<td>Drama</td>
<td>C in English</td>
</tr>
<tr>
<td>English</td>
<td>B in English</td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td>B in English and B in History or Humanities Extension</td>
</tr>
<tr>
<td>Geography</td>
<td>B in English and B in History or Humanities Extension</td>
</tr>
<tr>
<td>German</td>
<td>C in German</td>
</tr>
<tr>
<td>Health Education</td>
<td>B in English</td>
</tr>
<tr>
<td>Hospitality Studies</td>
<td>C in English</td>
</tr>
<tr>
<td>Information Processing &amp; Technology</td>
<td>B in English and Mathematics or C Extension Maths</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>B in English and Mathematics or C Extension Maths</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>B in English</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>C in Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>A in Mathematics or B in Mathematics Extension. Must also be studying Maths B in Senior.</td>
</tr>
<tr>
<td>Mathematics C (must also study Maths B)</td>
<td>A in Mathematics or B in Mathematics Extension. Must also be studying Maths B in Senior.</td>
</tr>
<tr>
<td>Modern History</td>
<td>B in English and B in History or Humanities Extension</td>
</tr>
<tr>
<td>Music</td>
<td>C in English, Music and be able to read and write music and play an instrument (including voice)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>C in English</td>
</tr>
<tr>
<td>Physics</td>
<td>B in Science and English; B in Maths or C in Maths Extension</td>
</tr>
<tr>
<td>Visual Art</td>
<td>C in English</td>
</tr>
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</table>

### Pre-requisites (Vocational Education and Training subjects):

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<th>SENIOR SUBJECT</th>
<th>PREREQUISITE / MINIMUM STANDARD</th>
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</thead>
<tbody>
<tr>
<td>Certificate I &amp; II in Automotive Vocational Prep</td>
<td>Nil</td>
</tr>
<tr>
<td>Certificate II in Business / Certificate II in Information Digital Media &amp; Technology</td>
<td>Nil- having studied Year 10 Business an advantage</td>
</tr>
<tr>
<td>Certificate II in Engineering Pathways</td>
<td>Nil</td>
</tr>
<tr>
<td>Certificate I &amp; II in Hospitality</td>
<td>Nil- however Food Tech or Food Studies in Year 9/10 an advantage</td>
</tr>
<tr>
<td>Certificate II in Rural Operations</td>
<td>Nil- students require transport to and from UQ Gatton every Thursday.</td>
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**Pre-requisites (Authority Registered subjects):**

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<th>SENIOR SUBJECT</th>
<th>PREREQUISITE / MINIMUM STANDARD</th>
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<tr>
<td>Agricultural Practices</td>
<td>Nil</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Dance in Practice</td>
<td>Nil- willingness to perform in front of others is essential</td>
</tr>
<tr>
<td>Early Childhood Practices</td>
<td>Nil</td>
</tr>
<tr>
<td>English Communication</td>
<td>Nil</td>
</tr>
<tr>
<td>Engineering Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Hospitality Practices</td>
<td>Nil- having studied Year 10 Food Studies an advantage</td>
</tr>
<tr>
<td>Furnishing Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Graphics Skills</td>
<td>Nil</td>
</tr>
<tr>
<td>Media Arts in Practice</td>
<td>Nil</td>
</tr>
<tr>
<td>Music in Practice</td>
<td>Nil- performing is a mandatory aspect of the course.</td>
</tr>
<tr>
<td>Pre-Vocational Mathematics</td>
<td>Nil</td>
</tr>
<tr>
<td>Recreation</td>
<td>Nil- physical activity is a mandatory aspect of this subject</td>
</tr>
<tr>
<td>Social and Community Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Science in Practice</td>
<td>Nil- a pass in Science desirable</td>
</tr>
<tr>
<td>Tourism</td>
<td>Nil</td>
</tr>
<tr>
<td>Visual Arts in Practice</td>
<td>Nil- it is strongly advised that students should have studied Art in Year 9 and 10</td>
</tr>
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**Incompatible Subject Selections**

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<thead>
<tr>
<th>SENIOR SUBJECT</th>
<th>INCOMPATIBLE SUBJECT/S</th>
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<tbody>
<tr>
<td>Business Communication and Technology</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business Communication and Technology</td>
</tr>
<tr>
<td>Cert II Engineering Pathways</td>
<td>Engineering Studies</td>
</tr>
<tr>
<td>Cert II Hospitality</td>
<td>Hospitality Practices, Hospitality Studies, Cert II Rural Operations or other TAFE courses. This course is funded under VETiS in year 12; Students have one opportunity to access a course under this funding during their time at school.</td>
</tr>
<tr>
<td>Cert II Rural Operations</td>
<td>Cert II Hospitality or TAFE courses                                                   This course is funded under VETiS in years 11 and 12; Students have one opportunity to access a course under this funding during their time at school.</td>
</tr>
<tr>
<td>Engineering Skills</td>
<td>Cert II Engineering Pathways</td>
</tr>
<tr>
<td>Hospitality Practices</td>
<td>Hospitality Studies and Cert II Hospitality</td>
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<tr>
<td>Hospitality Studies</td>
<td>Hospitality Practices and Cert II Hospitality</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Mathematics A or Prevocational Mathematics</td>
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## English

<table>
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<tr>
<th>Faculty</th>
<th>English</th>
<th>Subject Cost</th>
<th>Nil</th>
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<tr>
<td>Contact Person</td>
<td>Pamela Cameron</td>
<td>Subject Type</td>
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<tr>
<td></td>
<td><a href="mailto:pcame1@eq.edu.au">pcame1@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>B in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>English is a pre-requisite for entry to a majority of University courses of study</td>
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</table>

This course aims to promote students’ confident use of language for a variety of purposes and audiences. Proficiency in English allows students to share in and contribute to current and future local, national and global communities and cultures.

The senior English course allows students to engage with a wide variety of literary, mass media and everyday texts and to gain pleasure from these texts. As they study the increasingly demanding texts required, students write, speak or sign, view, listen and think critically. In studying the texts of others and in composing their own texts, students conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate to enhance their ability to think, use language and make meaning.

### Unit overview

**YEAR 11**
1. The Truth is Out There
2. Transformers: From poetry to prose
3. Tell Him He’s Dreaming: Australian story

**YEAR 12**
1. All the World’s a Stage: Shakespeare
2. Heroes and Villains: Modern novel
3. A Touch of Class: Classic novel

### Assessment

**YEAR 11**
- 2x Written examinations
- 1x Feature article (assignment)
- 1x Life writing (assignment)
- 2x Oral presentations

**YEAR 12**
- 2x Written examinations
- 1x Film review (assignment)
- 3x Oral presentations

### Study expectations

2.5 hours of homework & independent study per week. Novels will be read independently.

### Additional costs

Nil.
# English Communication

<table>
<thead>
<tr>
<th>Faculty</th>
<th>English</th>
<th>Subject Cost</th>
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<td><a href="mailto:pcame1@eq.edu.au">pcame1@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
<td></td>
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<tr>
<td>Some future career options</td>
<td>Literacy is a requirement for successful employment in all fields of industry, including trade services, retail industries, hospitality and agricultural areas.</td>
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</tbody>
</table>

English Communication is designed as a practical and relevant course that will improve students’ skills in spoken and written English. It is tailored to suit the needs of the less academically oriented students in the Senior School.

This subject encourages students to focus on the understanding and use of the process of communication. Throughout the program of study, students develop communication skills that enable them to function effectively in the contexts of work, community and leisure. Students use language to comprehend and compose in a wide range of print, spoken, visual and multimedia texts in a range of contexts.

## Unit overview

### YEAR 11
1. Prose study
2. Australian film
3. Documentary
4. Advertising
5. Teenfest
6. Workplace communication

### YEAR 12
1. Short story
2. Dealing with Customers and Clients
3. Songs of protest
4. Novel to film review
5. Charity quest
6. Job seeking skills

## Assessment

### YEAR 11
2x Written examinations
5x Oral presentations
5x Written assignments

### YEAR 12
1x Written examinations
4x Oral presentations
5x Written assignments

## Study expectations

1 hour of homework & independent study per week.

## Additional costs

Nil.
# Mathematics A

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Subject Cost</th>
<th>Nil</th>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Christie Robb</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:crobb15@eq.edu.au">crobb15@eq.edu.au</a></td>
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<tr>
<td>QCE Credits</td>
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<td>1 per semester (max 4)</td>
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</table>

Minimum Pre-Requisites: C in Mathematics

Some future career options: Technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics.

Mathematics A introduces students to a wide variety of mathematical tools that are used in commercial, business, industrial and life situations. It shows students how mathematics can be used in the building trade, business and domestic areas.

## Unit overview

### YEAR 11
1. Elements of Geometry
2. Data collection and presentation
3. Managing Money
4. Linking 2 and 3 dimensions

### YEAR 12
1. Networks and Queuing
2. Managing Money
3. Land measurement
4. Exploring and understanding data

## Assessment

### YEAR 11
4x Written examinations
1x Report
1x Extended modelling and problem solving task

### YEAR 12
4x Written examinations
1x Report
1x Extended modelling and problem solving task

## Study expectations
2.5 hours of homework & independent study per week.

## Additional costs
Nil.
## Mathematics B

<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
<td>Minimum Pre-Requisites</td>
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<td>QCE Credits</td>
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<td>Some future career options</td>
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<tr>
<td></td>
<td>A variety of fields around science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.</td>
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</tbody>
</table>

There are many mathematical problems for which arithmetic and simple geometry are not sufficient. Mathematics B introduces students to the more powerful methods of abstract mathematics. It also has a real-world component and provides students with mathematical tools for other quantitative senior subjects.

### Unit overview

#### YEAR 11
1. Exponential and Logarithmic Functions and Applications
2. Periodic Functions
3. Applied Statistical Analysis
4. Introduction to Functions
5. Rates of Change
6. Optimisation
7. Introduction to Integration

#### YEAR 12
1. Introduction to Functions
2. Periodic Functions and Applications
3. Exponential and Logarithmic Functions and Applications
4. Rates of Change
5. Introduction to Integration
6. Applied Statistical Analysis
7. Optimisation

### Assessment

#### YEAR 11
- 4x Written examinations
- 1x Report (two part)
- 1x Extended modelling and problem solving task (two part)

#### YEAR 12
- 4x Written examinations
- 1x Report (two part)
- 1x Extended modelling and problem solving task (two part)

### Study expectations

2.5 hours of homework & independent study per week.

### Additional costs

Nil.
Mathematics C

<table>
<thead>
<tr>
<th>Faculty</th>
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</table>

Minimum Pre-Requisites

A in Mathematics or B in Mathematics Extension. Must also study Mathematics B in Year 11/12

Some future career options

A variety of fields around science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.

Our technological society is based on the use of a wide range of mathematical tools. Mathematics C allows the student to gain experience in more of this range of mathematics than is available by studying Mathematics B alone. The student of Mathematics C must also study Mathematics B.

Unit overview

**YEAR 11**
1. Real and Complex Number Systems
2. Introduction to Groups
3. Matrices and Applications
4. Structures and Patterns
5. Vectors and Applications
6. Linear Programming

**YEAR 12**
1. Calculus
2. Real and Complex Number Systems
3. Structures and Patterns
4. Matrices and Applications
5. Vectors and Applications
6. Dynamics
7. Linear Programming

Assessment

**YEAR 11**
4x Written examinations
1x Report (two part)
1x Extended modelling and problem solving task (two part)

**YEAR 12**
4x Written examinations
1x Report (two part)
1x Extended modelling and problem solving task (two part)

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Nil.
Prevocational Mathematics

<table>
<thead>
<tr>
<th>Faculty</th>
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</table>

Some future career options

Numeracy is a requirement for successful employment in all fields of industry, including trade services, retail industries, hospitality and agricultural areas.

As mathematics is an integral part of everyday life, Prevocational Maths has been developed to provide students with a relevant and practical mathematical basis for life after school.

Prevocational Maths allows students to work on concrete, practical mathematics activities that are matched to their abilities. It explores a wide range of real-life mathematical situations found in the world around us. A student’s grasp of mathematical concepts, proficiency in basic skills and ability to apply these to various life-related contexts is important for successful performance in vocational as well as lifestyle pursuits.

**Unit overview**

**YEAR 11**

1. Practical Statistics  
2. Medical Mathematics  
3. Landscaping Business  
4. Visiting the Local Area  
5. Buying and Running a Car  
6. Health and Exercise  
7. Earning Money and Paying Tax  
8. Seeing Queensland

**YEAR 12**

1. Planning to Leave Home  
2. Shopping Survey  
3. Buying Your First Property  
4. Building a New House  
5. Running an Event or Small Business  
6. Renovating Property  
7. Travelling Overseas  
8. Creating Maps

**Assessment**

**YEAR 11**

5x Investigations  
3x Projects

**YEAR 12**

4x Projects  
3x Investigations  
1x Survey

**Study expectations**

1.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Ancient History

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Subject Cost</th>
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</table>

Minimum Pre-Requisites: B in English and B in History or Humanities Extension

Some future career options:
- Research Positions
- Journalism
- Government Agencies
- Intelligence Analyst
- Foreign Office
- Cultural Relations
- Political Science
- Writers
- Teaching
- Lecturing
- Librarians
- Historians
- Museum Curators
- Editors
- Archivists.

Studying ancient civilizations is crucial for an understanding of the western tradition and the modern world as a whole. Ancient societies made fundamental contributions to the development of western civilization, which in turn has had a profound effect and influence on world history, both recent and contemporary.

Modern political systems are all profoundly influenced by the practice and theory of government in the ancient world. The cultural legacy of the ancient civilisations of Egypt, Greece and Rome, in terms of art, architecture and literature, is a crucial and fundamental contribution to modern civilisation.

Studying Ancient History enables students to gain both an awareness and understanding of the past's contribution to the present.

Unit overview

**YEAR 11**
1. Studies of Archaeology
2. A Study of Pharaonic Power in Egypt
3. Studies of Conflict

**YEAR 12**
1. Studies of Religion
2. A study of Political Centrism in Rome
3. Studies of Philosophy

Assessment

**YEAR 11**
1x Response to stimulus test
2x Extended written responses
2x Research tasks

**YEAR 12**
2x Response to stimulus tests
1x Extended written response
2x Research tasks

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Excursion to UQ – approximate cost of $25.
**Geography**

<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
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</table>

Geography is the study of humans in the environment. It includes:

- Different places and cultures in Australia and overseas.
- Environmental issues such as global warming, sustainability and water problems.
- How the natural environment works, or fails when we change it.
- How cities and towns work, or sometimes why they do not work well
- Finding a balance between the needs of growing population and the sustainability of natural ecosystems

Geography involves a range of modern skills of which decision making is the most important. Geographers solve problems. This happens in their employment and in this course. Solving problems means making good decisions about issues in the environment, in water, global warming, transport or cities to name only a few. Geographers argue convincingly in support of their decisions and support their arguments with accurate and well presented evidence, often involving computer applications.

**Unit overview**

**YEAR 11**
1. Exploring the geography of disease
2. The impact of large-scale development projects
3. Feeding the world’s people
4. Catchment management
5. Managing coastal sand islands

**YEAR 12**
1. Global warming
2. Sustainable farming in the Lockyer Valley
3. Planning and Infrastructure
4. Sustaining urban and rural communities

**Assessment**

**YEAR 11**
4x Short response exams
1x Practical test
2x Reports
1x Stimulus response test

**YEAR 12**
4x Short response exams
2x Practical tests
1x Report
1x Stimulus response test

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Excursion: Field work in the Lockyer Valley (approximate cost - $25).
Modern History

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Subject Cost</th>
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<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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</table>

| Some future career options | Researcher, Lawyer, Film & TV producer, Journalist, Art Historian, Foreign Affairs officer, Writer, Industrial Relations officer, Travel Consultant, Museum curator, Criminologist, Diplomat, Army officer, Editor, Librarian, Tour Guide, Cultural Heritage officer, Political scientist, Court Reporter, Photographer, Author |

Modern History focuses on those 20th Century events and trends that have shaped the political, economic and social systems of today. Studying Modern History helps students to live more effectively as global citizens by developing the knowledge, skills and values needed to make wise decisions. Modern History helps students to understand new situations, take a long-term view of issues, examine change and continuity, tolerate and acknowledge the views of others, develop personal values, and reflect upon decisions.

Modern History is studied in such a way that skills in critical inquiry, debate, reflection and decision making are developed. Studying Modern History helps students advance: research skills, a knowledge of their world, interpretive, analytical and evaluative skills, communication skills, empathy, investigative and problem solving skills. These skills are valuable preparation for many tertiary studies.

In an age of increased specialisation, or conversely mobility across a number of different careers, those with generalist people and problem solving skills developed in a course such as Modern History are becoming highly valued by many employers. Modern History is a subject that allows students to keep their career options and tertiary education pathway options open.

**Unit overview**

**YEAR 11**
1 History of Ideas & Beliefs – Gandhi, Terrorism
2 Study of Conflict – Nazism

**YEAR 12**
1 Study of Change – Vietnam, Feminism
2 Study of Hope – Reconciliation, End of the Cold War

**Assessment**

**YEAR 11**
2x Short response exams
1x Multi-modal
1x Extended response to stimulus (essay)
1x Research essay

**YEAR 12**
1x Short response exam
1x Multi-modal
2x Extended response to stimulus (essay)
1x Research essay

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil
Social & Community Studies

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Humanities</th>
<th>Subject Cost</th>
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<tbody>
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<td>Minimum Pre-Requisites</td>
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<td>Some future career options</td>
<td>Tourism, Recreation, Hospitality, Community services, Aged care, Public Service</td>
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</table>

Social and Community Studies is a subject that aims to assist students in understanding and participating in the world around them, whether that be locally or further afield. This subject is structured to equip students with the skills necessary to take part in the changing world beyond school. Specifically, the subject looks at: Australian society; aspects of the contemporary global community; the legal rights and responsibilities of individual Australians; and individual participation in the local community via recreation and local innovation. Students will interact with members of the community through visiting guest speakers, regular field studies and participation in community projects throughout the course.

**Unit overview**

YEAR 11
1. Australia: the inside story
2. Today’s Society: the real world

YEAR 12
1. Legally, it could be you
2. Health, recreation and leisure: get a life!

**Assessment**

YEAR 11
2x Sets of BlackBoard entries
2x Orals
1x Short response exam
1x Report

YEAR 12
2x Sets of BlackBoard entries
1x Journal
2x Reports

**Study expectations**

Homework completion nightly.

**Additional costs**

Nil.
Tourism

<table>
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<tr>
<th>Faculty</th>
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<td>Minimum Pre-Requisites</td>
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<tr>
<td>Some future career options</td>
<td>Tour Guide, Travel Sales Assistant, Domestic or International Travel Consultant, Visitor Information Officer, Travel Advisor, Regional/Area Tourism Manager, Event Planning Manager, Marketing Co-ordinator, Sports and Recreation Manager, Office Assistant, Receptionist, Retail Sales Assistant, Site Guide</td>
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</table>

Tourism is a global phenomenon. It is the world’s largest industry and creator of jobs across national and regional economies. It can be an instrument of prosperity, sustainable development and poverty reduction in developed and emerging economies. In Australia, tourism generates $94 billion in spending per year, therefore making it a significant contributor to the Australian economy. Consequently, tourism is a source of expanding employment opportunities.

Tourism, as a subject, is designed to provide a broad understanding of both the tourist and the tourism industry. The subject aims to develop personal and interpersonal skills that underpin employment in the tourism industry. Furthermore, it examines the dynamic nature of global tourism and the broader social, cultural, ecological and economic implications of sustainable tourism.

**Unit overview**

**YEAR 11**
1. The nature of Tourism
2. Australian destinations
3. International destinations
4. Tourism as a business
5. The marketing of tourism
6. Local tourism

**YEAR 12**
1. Tourism information
2. Customer service skills
3. Tour guiding
4. Current tourism issues
5. Global tourism

**Assessment**

**YEAR 11**
2x Written exam
2x Site reports
1x Oral presentation
1x Brochure

**YEAR 12**
2x Written exam
1x Simulated interview
2x Oral presentations

**Study expectations**

1 hour of homework and independent study per week.

**Additional costs**

Extended Field Trip. This is offered in both Year 11 and Year 12 and alternates between the Sunshine Coast and the Gold Coast. There is an approximate cost of $300 for a 2-3 day trip. There is an expectation that all students studying Tourism attend the 3 day field trips.

Year 11 excursion to Toowoomba. Approximate cost of $30.
Agricultural Practices

<table>
<thead>
<tr>
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<tbody>
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<td>Kathy Wager</td>
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<td>Subject Type</td>
<td>Authority Registered</td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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<tr>
<td>Some future career options</td>
<td>Various jobs within the Agricultural industry</td>
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The study of Agricultural Practices aims to assist students to develop knowledge, skills, attitudes and values that are applicable to a range of agricultural work options and life plans.

The study of Agricultural Practices provides students with opportunities to develop:
- An understanding of the dynamic interaction between living and non-living components in agriculture and horticulture.
- An understanding of some of the challenges facing anyone in agricultural or horticultural pursuits- such as the primary producer, the hobby farmer, the green keeper, the commercial flower grower or the backyard gardener.
- An opportunity to acquire practical skills useful in community workplaces, including those associated with workplace safety, effective communication, self-management, and the planning and carrying out of routine tasks with some assistance.
- Sensitivity to the environment.
- A work ethic and the ability to work as an individual and in teams.

Unit overview

**Across Year 11 and 12**

1. Egg production
2. Soil to Sell
3. Agricultural pests and diseases
4. Controversy in agriculture
5. Growing lambs for market
6. Hydroponics and aquaponics
7. Maintenance on the farm

**Assessment**

**YEAR 11**

- 2x Projects (including practical performance)
- 1x Collection of work
- 1x Extended response to stimulus

**YEAR 12**

- 2x Projects (including practical performance)
- 1x Collection of work
- 1x Extended response to stimulus

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Students are required to have leather shoes or boots and a hat for practical work.
Agricultural Science

<table>
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<tr>
<th>Faculty</th>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>B in Mathematics or C in Mathematics Extension</td>
<td>B in English and Science</td>
<td>QCE Credits</td>
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<tr>
<td>Some future career options</td>
<td>Agriculture, Agronomy, Horticulture, Animal studies, Biotechnology, Environmental Science, Agribusiness</td>
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</table>

The study of Agricultural Science explores the ways people manage natural resources such as plants, animals, climate, soil and water to meet basic needs with a sustainable focus. The scope of the subject is very broad. Because of the fundamental importance of agriculture to humans, a study of this subject is of relevance to all students; not just those from a rural background.

The study of Agricultural Science provides students with opportunities to:

- Acquire agricultural practices knowledge.
- Develop problem solving skills
- Develop an appreciation of the dynamic context involving living plants and animals.
- Develop skills to use and apply a range of technologies.
- Build their ability to communicate effectively.

The course is organised in a two year rotating cycle and students either enter at Year A or Year B. Sustainable Resource Management and Agribusiness is taught across all units.

**Unit overview**

**YEAR 11**
1. Animal Nutrition
2. Crop Management and Production

**YEAR 12**
1. Livestock Management and Production
2. Challenges In Agriculture

**Assessment**

**YEAR 11**
2x Written exam (Short and extended response)
1x Extended response to stimulus
2x Extended research responses (Literature Review and Multimodal Presentation)

**YEAR 12**
2x Written exam (Short and extended response)
1x Extended response to stimulus
2x Extended research responses (Literature Review and Multimodal Presentation)

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil
Biology

<table>
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Minimum Pre-Requisites

<table>
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<tr>
<th>Minimum Pre-Requisites</th>
<th>B in Science OR C in Extension Science</th>
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<tbody>
<tr>
<td>Some future career options</td>
<td>Health Sciences, Food Technology, Occupational Therapy, Physiotherapy, Laboratory Technicians, Nursing, Pharmacy Assistants, Veterinary Assistants, Dental Technology, Microbiology, Naturopathy, Environmental Science, Genetics, and Teaching (Primary and Secondary)</td>
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Biology is the study of the living processes and natural systems of the living world. Students who study Biology engage in creative scientific thinking and apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their actions and society’s actions on the living world.

The study of Biology provides students with opportunities to:
- Gain a knowledge and understanding of the living world.
- Gain insight into the scientific method of investigating problems pertaining to the living world.
- Communicate effectively in various formats on biological issues.
- Experience the processes of Science, which lead to the discovery of new knowledge.
- Develop a deeper understanding of and an enhanced aesthetic appreciation of the living world.

Unit overview

YEAR 11
1. Diversity of Life
2. Cell biology and plant physiology
3. Animal physiology
4. Ecology
5. Reproduction growth and development

YEAR 12
1. Genetics and Technology
2. Natural selection
3. Independent EEI
4. Immunology
5. Responding to the environment

Assessment

YEAR 11
2x Written exam
1x Extended experimental investigation
2x Extended research tasks

YEAR 12
2x Written exam
1x Extended experimental investigation
2x Extended research tasks

Study expectations

3.5 hours of homework & independent study per week.

Additional costs

Biology camp (Year 11) – Approximate cost of $220. It is a syllabus requirement that all students studying Biology attend the 2 day camp in order to fulfil field work requirements.
Chemistry

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<tbody>
<tr>
<td>Contact Person</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>B in Science and English B in Mathematics or C in Mathematics Extension</td>
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<tr>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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Some future career options
Help to save the Environment or an endangered species! Help catch a terrorist, Analytical and forensic science, Organic Chemistry, Computational Chemistry, Teaching, Separation Science & Pharmaceutical Analysis, Science Communication, Forensic Science, Research

The study of Chemistry engages students in an exciting and dynamic investigation of the material universe providing students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping-stone for further study. An understanding of chemistry is essential for many vocations.

The study of Chemistry provides students with opportunities to develop skills in:
- Information and data production.
- Interpretation and manipulation of data.
- Decision-making and justification.
- Problem solving and analysis.
- Chemical laboratory skills.
- Scientific literacy.

Unit overview

YEAR 11
1. The beginnings of Chemistry
2. Indiana Jones Chemistry
3. Quality control
4. The air we breathe

YEAR 12
1. The Chemical industry
2. Clean up: Aisle 4!
3. Metallic miracles
4. Chemical future

Assessment

YEAR 11
2x Written exam
1x Extended experimental investigation
1x Extended research task

YEAR 12
3x Written exam
1x Extended experimental investigation
1x Extended research task

Study expectations
2.5 hours of homework & independent study per week.

Additional costs
Nil.
Physics

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</table>

Some future career options: Astronomy, Education, Engineering, Gravity Research, Laser Fusion, Medicine, Meteorology and Climate Change, Nanotechnology, Renewable Energy, Scientific Research, Space Exploration Industries and Telecommunications

The study of Physics provides students with a means of enhancing their understanding of the world around them as well as achieving useful knowledge and skills. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships.

The study of Physics provides students with opportunities to:
- Develop an understanding of fundamental laws of nature.
- Apply the fundamental laws of nature.
- Solve Physics problems using mathematical techniques.
- Develop manipulative skills.
- Develop methods of observation and measurement in practical work.
- Develop scientific literacy.

Unit overview

**YEAR 11**
1. Cars – speed and safety
2. Physics of amusement parks
3. Discovering the Solar System
4. Medical Physics I – Physics principles of the body

**YEAR 12**
1. The sounds of music
2. Electronic devices
3. Physics in the home
4. Medical Physics II – Using Physics in medicine
5. The search for understanding

Assessment

**YEAR 11**
2x Written exam
1x Extended experimental investigation
1x Extended research task

**YEAR 12**
2x Written exam
1x Extended experimental investigation
2x Extended research task

Study expectations

2.5 hours of homework & independent study per week.

Additional costs
Excursion to Dreamworld (Year 11) – approximate cost $60.
Science in Practice

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Minimum Pre-Requisites: Nil – a pass in Year 10 Science is desirable

Some future career options: Journalist, Forest worker, Landscape gardener, Pharmacy assistant, Cosmetician, Hospital orderly, Photographic processor, Pest controller, Beekeeper and Dry cleaner

The study of Science in Practice aims to assist students to develop knowledge, skills, attitudes and values that are applicable to a range of work options and life plans.

The study of Science in Practice provides students with opportunities to:

- Develop scientific literacy and numeracy skills.
- Develop a sense of responsibility for their local and global environment.
- Develop an appreciation of the impacts and issues of science.
- Develop knowledge, practical skills and work-related practices for effective participation in the workplace.
- Develop skills to use and apply a range of technologies.
- Build their ability to communicate effectively.

**Unit overview**

**YEAR 11**
1. Consumer protection
2. Global energy and resources
3. Science in the workplace
4. Discoveries in space

**YEAR 12**
1. Ecosystems vs Humans
2. Health and disease
3. Forensic science
4. Transportation innovation

**Assessment**

**YEAR 11**
1x Investigation
1x Collection of work
1x Project
1x Extended response to stimulus

**YEAR 12**
1x Investigation
1x Collection of work
1x Project
1x Extended response to stimulus

**Study expectations**

1 hour of homework & independent study per week.

**Additional costs**

$50 bus cost for field work each year.
Accounting

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</table>

Minimum Pre-Requisites
- B in English
- B in Mathematics or C in Extension Maths

Some future career options

Accounting plays a vital role in the business world. It is a process which, records, communicates and interprets financial and other information about an organisation to interested parties. Accounting forms the basis of all business and financial decisions:
- Provides a foundation in the content of the discipline
- Promotes the development of numeracy, effective communication and logical reasoning
- Introduces students to relevant technologies
- Enables students to participate more effectively in the management of their personal financial affairs
- Assists students to appreciate the necessity for accuracy and the presentation of high quality work
- Prepares students for future education, training and employment

Unit overview

YEAR 11
1. Preparation of final accounting reports – analysis and interpretation of financial statements
2. Control of stock – often a firm’s biggest asset

YEAR 12
1. Computer applications – packages, spreadsheets & graphics
2. Control of fixed assets

Assessment

YEAR 11
- Short answer
- Written practical case studies
- Essays
- Assignments
- Computer applications

YEAR 12
- Short answer
- Written practical case studies
- Essays
- Assignments
- Computer applications

Study expectations
2.5 hours of homework & independent study per week.

Additional costs
Nil.

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Business Studies

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Minimum Pre-Requisites Nil

Some future career options

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

Business Study Area Specification aims to meet students’ needs in the senior phase of learning. It has been designed to help students develop:

- A knowledge and understanding of business
- The skills required for effective participation in the workforce and as active and informed citizens
- An awareness and appreciation of the importance of working in a team, effective communication, organisational and interpersonal skills
- An awareness of their individual abilities, to foster personal growth, self-reliance and a sense of personal worth and esteem
- An awareness of moral, ethical and social responsibility in personal and business contexts
- The knowledge, skills, and attitudes necessary to participate as valued members of society and which enhance employability.
- Basic financial administration procedures

Unit overview

YEAR 11
1. Customer service
2. Financial administration
3. Social media
4. Data management

YEAR 12
1. Events management
2. Events management
3. Work and life balance
4. Computerised accounting

Assessment

YEAR 11
Extended response to stimulus
Project
Project
Exam

YEAR 12
Extended response to stimulus
Project
Exam

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Nil.
Business Communications & Technology (BCT)

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Minimum Pre-Requisites: C in English
C in Mathematics or Mathematics Extension

Some future career options: BCT graduates have access to a variety of employment opportunities in a range of industries including: Public Administration, International Business, Legal Banking, Health Care, Retail, Tourism and Hospitality, Insurance and Travel.

BCT is designed to equip students with the ability to communicate effectively and interact confidently within business environments.

BCT students will use a range of business information and technologies appropriate to various sectors. Such skills are fundamental to attaining knowledge of business and handling a variety of business transactions. Students will:

- Acquire the knowledge, reasoning processes, skills and attitudes necessary for functioning in local and global business contexts
- Gain the ability to interact confidently in business
- Develop effective work teams, personal and interpersonal communication skills
- Use a range of business information and technologies
- Learn how to handle a variety of business transactions

**Unit overview**

**YEAR 11**
1. Business environments and industrial relations
2. International business
3. Managing people
4. Managing workplace information

**YEAR 12**
1. Organisation and work teams
2. Events Management
3. Financial administration
4. Financial administration

**Assessment**

**YEAR 11**
- Short response
- Multimodal
- Written research response
- Short response and extended written response

**YEAR 12**
- Short response and extended written response
- Multimodal research response
- Written extended response
- Short written response and extended written response

**Study expectations**
2.5 hours of homework & independent study per week.

**Additional costs**
Nil.
BSB20115 Certificate II in Business / ICT20115 Certificate II in IDMT

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Minimum Pre-Requisites: Nil – Having studied Year 10 Business an advantage

Some future career options: General business and information technology skills practical for any office scenario or future career using computers as a tool.

This program will offer the students a holistic view in working in an IT and business environment. Students will work in a simulated IT work environment. Students will develop skills in communication, team-work, problem-solving, planning and organising; self-management, learning and using technology. It helps to develop awareness of occupational health and safety issues in an IT business environment.

Students need to have a good work ethic. To be deemed competent students must actively participate in the program and complete all tasks to a competent standard. A Certificate II in Business and Certificate II in Information Digital Media and Technology (IDMT) will enable students to work in a business or IT environment during school or after finishing school.

**Unit overview**

**YEAR 11**
- BSBSUS201A Participate in environmentally sustainable work practices
- BSBOHS201A Participate in OHS processes
- BSBWHS201A Contribute to health and safety of self and others
- BSBITU201A Produce simple word processed documents
- BSBITU202A Create and use spreadsheets
- BSBWOR203B Work effectively with other
- BSBWOR202A Organise and complete daily work activities
- BSBIND201A Working effectively in a business environment
- ICAICT202A Work and communicate effectively in an IT environment

**YEAR 12**
- ICASAS206A Detect and protect from spam and destructive software
- BSBITU203A Communicate electronically
- ICAWEB201A Use social media tools for social collaboration
- ICAICT205A Design basic organisational documents using computer packages
- ICAICT207A Integrate commercial computing packages
- ICAICT201A Use computer operating systems and hardware
- ICAICT206A Install software applications
- ICAICT203A Operate application software
- ICAICT204A Operate digital media technology

**Assessment**

**YEAR 11**
- Portfolios
- Projects
- Questioning
- Observations with checklists
- Case studies
- Written tasks

**YEAR 12**
- Portfolios
- Projects
- Questioning
- Observations with checklist
- Case studies
- Written tasks

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

$30 – cost of uniform for Business Shop.
### Information & Communication Technology

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<tr>
<td>Minimum Pre-Requisites</td>
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</table>

**Contact Person:** Terilee Powter  
*t.powt1@eq.edu.au*

**Subject Cost:** Nil  
**QCE Credits:** 1 per semester (max 4)

**Minimum Pre-Requisites:** Nil

**Some future career options:** This subject helps students to raise their computer literacy and develop skills that are applicable to any workplace.

---

The ICT course provides students with introductory knowledge and the skills required to begin a career in industries that utilise information technology. Most working environments involve the use of computers and information technology in some form. The use of computer technology in the home and in the community are used for entertainment, educational and recreational purpose on an increasing basis.

ICT deals with three areas – management of the computer, publishing and managing data. ICT core units explore the use of hardware, software and ICT within society. Studies in each area take into account social considerations and investigate issues within a problem-solving context.

**Unit overview**

**YEAR 11**  
1. Graphic design and desktop publishing – an introduction  
2. Graphic design: image editing  
3. Animation introduction  
4. Working on the web: web design introduction

**YEAR 12**  
1. Graphic design and desktop publishing  
2. Animation design  
3. Web design  
4. Digital imaging

**Assessment**

**YEAR 11**  
Portfolios  
Questioning  
Multimodal  
Written responses  
Projects  
Products

**YEAR 12**  
Portfolios  
Questioning  
Multimodal  
Written responses  
Projects  
Products

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
# Information Processing Technology

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<tbody>
<tr>
<td>Some future career options</td>
<td>A Career in Information Technology as a Web developer, system designer, systems analyst, programmer, game developer, IT teacher, university lecturer, IT sales, computer technician, network engineer, systems administrator and IT support team member.</td>
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</table>

With a strong focus on problem solving, IPT is ideal for students who enjoy a challenge and like building things that work and do something. The course will allow them to design, develop, build and evaluate solutions using computers while developing a large range of practical skills and a strong understanding of the information technology eco system.

IPT emphasises identifying and solving problems and provides students with the knowledge, skills and processes to understand and manipulate an information technology environment. It involves the study of Databases, software programming, algorithms, Human Computer Interaction, Artificial Intelligences and the social and ethical issues surrounding the use of Information Technology. More importantly it strongly...

## Unit overview

### YEAR 11
1. Algorithmic Design Concepts
2. Software Design
3. Software Development
4. Knowledge Based Systems

### YEAR 12
1. Querying Information Systems
2. Information Systems Design
3. Information Systems Development
4. Information System Design & Web Development

## Assessment

### YEAR 11
- Supervised Written: Short Response
- Extended Response: Essay
- Extended Response: Folio
- Product: Major Project
- Product: Minor Project

### YEAR 12
- Extended Response: Folio
- Extended Response: Essay
- Supervised Written: Short Response
- Product: Major Project
- Product: Minor Project

## Study expectations

2.5 hours of homework & independent study per week.

## Additional costs

Nil.
**Information Technology Systems**

<table>
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**Minimum Pre-Requisites**

B in English
B in Mathematics or C in Mathematics Extension

**Some future career options**

A Career in Information Technology as a Web developer, system designer, systems analyst, programmer, game developer, IT teacher, university lecturer, IT sales, computer technician, network engineer, systems administrator and IT support team member.

Information Technology Systems (ITS) is a practical subject focused on preparing students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems used to supporting, create and manage IT.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. 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.

**Unit overview**

**YEAR 11**

1. Graphic design
2. Web design
3. Web design
4. Networking

**YEAR 12**

1. Animation
2. Game design
3. Game design
4. Networking

**Assessment**

**YEAR 11**

- Project
- Practical exercise
- Supervised written: short response

**YEAR 12**

- Practical exercise
- Supervised written: short response / practical
- Extended response: multimodal
- Supervised written: extended response

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
## Legal Studies

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### Minimum Pre-Requisites

**B in English**

### Some future career options

A study of Legal Studies will prepare students for further study in the areas of Business, Justice, Law or Commerce.

Legal Studies focuses on ‘legal awareness’. It considers legal issues arising out of community matters and resulting consequences for the individual and society rather than knowledge of the law as such. Legal Studies is designed for students, who whatever their post-school destination, with to develop understandings, skills, abilities and attitudes about legal situations.

## Unit overview

### YEAR 11

1. The Legal System  
2. Criminal law  
3. Introduction to civil obligations  
4. Civil wrongs (Torts) and the Law

### YEAR 12

1. Independent inquiry  
2. Family and the Law  
3. Elective topic  
4. Human Rights

## Assessment

### YEAR 11

Exam – short response  
Extended research response  
Exam – extended response test  
Exam – extended response to stimulus

### YEAR 12

Extended research response – independent inquiry  
Extended research response – multimodal  
Exam – extended research response  
Exam – extended response to stimulus

## Study expectations

2.5 hours of homework & independent study per week.

## Additional costs

Essential curriculum excursion to Brisbane – Supreme Court / Magistrates Court / Parliament House / Police Headquarters / Police Museum.
The AUR20712 Certificate II in Automotive Vocational Preparation is based on the packaging rules described in the AUR12 Training Package. This course is based at the Trade Training Centre (TTC). This subject is largely practically based with online assessment required to allow student to build a better understanding of the fundamentals behind the automotive industry. To achieve a Certificate II in Automotive Vocational Preparation 14 units must be achieved as outlined below.

SAFETY: Due to the nature of the work and equipment based at the TTC, students will need to have industry standard clothing which includes steel capped boots, drill cotton long sleeves shirt and trousers and safety glasses for use in the workshop. No other shoes will be accepted. Hair is required to be held back off the face and neck. No jewellery on hands or wrists. There are lockers available for the students to store clothing etc however a padlock will be required to secure the available lockers.

**Unit overview**

**YEAR 11**

AUR10112 Certificate I  
AURAEA1001 Identify environmental requirements in an automotive workplace  
AURASA1001 Apply automotive workplace safety fundamentals  
AURETR1003 Apply automotive electrical systems fundamentals  
AURLTA1001 Apply automotive mechanical systems fundamentals  
AURTTK2002 Use and maintain workplace tools and equipment  
AURTTA1001 Remove and tag steering, suspension and brake systems components  
AURTTA1002 Carry out workshop practice activities  
AURTTA1003 Use and maintain basic measuring devices

**YEAR 12**

AUR20712 Certificate II  
AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace  
AURAEA2002 Apply safe working practices in an automotive workplace  
AURETR1003 Apply automotive electrical systems fundamentals  
AURLTA1001 Apply automotive mechanical systems fundamentals  
AURTTK2002 Use and maintain workplace tools and equipment  
AURTTA1001 Remove and tag steering, suspension and brake systems components  
AURTTA1002 Carry out workshop practice activities  
AURTTA1003 Use and maintain basic measuring devices  
AURFA2003 Communicate effectively in an automotive workplace  
AURFA2004 Solve routine problems in an automotive workplace  
AURETR2015 Inspect and service batteries  
MEM05050B Perform routine gas metal arc welding

**Assessment**

All assessment is competency-based. Evidence of skills and knowledge gathered over time and a variety of tasks are collected towards the units of competency required. Written and online assessment (eg: work booklet, online activities and exams).

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Clothing for TTC workshop – steel capped boots, drill cotton trousers/shirt and safety glasses
MEM20413 Certificate II in Engineering Pathways

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Minimum Pre-Requisites: Nil

Some future career options: The qualification targets introductory employment, such as induction or probationary periods for Engineering Fabricator and repair employment. Students that undertake this subject undertake a direct qualification towards an apprenticeship within the Engineering Fabrication trades. These trades include Boilermaker, Fitter and Tuner and Sheet metal worker.

The MEM20413 Certificate II in Engineering Pathways is based on the packaging rules described in the MEM05 Training Package. This course is based at the Trade Training Centre (TTC). This subject is largely practically based to allow student to build a better understanding of the fundamentals behind the Engineering and Manufacturing industry. To achieve a Certificate II in Engineering Pathways, students must achieve competency in 12 units of competency over the 2 years of study.

SAFETY: Due to the nature of the work and equipment based at the TTC, students will need to have industry standard clothing which includes steel capped boots, drill cotton long sleeves shirt and trousers and safety glasses for use in the workshop. No other shoes will be accepted.

Unit overview

- MEM13014A Apply Principles of Occupational Health and Safety in the Work Environment
- MEM16008A Interact with Computing Technology
- MEM18001C Use Hand Tools
- MEM18002B Use Power tools / Hand Held Operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE003A Use oxy-acetylene and soldering equipment
- MEMPE004A Use fabrication equipment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices
- MSMAPMSUP106A Work in a team

Assessment

All assessment is competency-based. Evidence of skills and knowledge gathered over time and a variety of tasks are collected towards the units of competency required. Written and online assessment (eg: work booklet, online activities and exams), as well as practical tasks and observations.

Study expectations

Study individually and within a group environment.

Additional costs

Clothing for TTC workshop – steel capped boots, drill cotton trousers/shirt and safety glasses.
SIT10216 Certificate I & SIT20216 Certificate II in Hospitality

The hospitality industry is one of continuously expanding employment opportunities throughout the world. Whether individuals use it as a part time or full time occupation, the skills and knowledge gained will always be an asset. The aim is to complete the SIT10216 Certificate I in Hospitality in Year 11 and remaining units for the SIT20216 Certificate II in Hospitality in Year 12 (including work placement). The Certificate II in Hospitality provides students with basic operational skills and knowledge and is related to gaining employment directly within industry. The SIT20216 Certificate II in Hospitality structure is based on the packaging rules outlined in the SIT Tourism, Travel, Hospitality and Training Package. To achieve a Certificate I in Hospitality, 6 units must be completed: 3 core units and 3 elective units. To achieve a Certificate II in Hospitality, 12 units must be completed: all 6 core units and 6 elective units.

Vocational Education and Training in Schools (VETiS) can be accessed by students for the Certificate II in Hospitality. This enables students to access courses (i.e. Bar or Restaurant) for free, under a partnership agreement with SmartSkill Pty. Ltd. VETiS funding is the preferred option for students as the fee for service option costs $345 for block training or $95 per unit studied. The block training (i.e. Bar skills set, Restaurant skills set and Responsible Service of Alcohol (RSA)) are essential to success in the Certificate II Hospitality qualification.

Unit overview

Year 11
SIT10216 Certificate I in Hospitality:
BSBWOR203 Work effectively with others
SITXFSA101 Use hygienic practices for food safety
SITXWHS001 Participate in safe work practices
SITXCCS101 Provide information and assistance
SITHCCC101 Use food preparation equipment
SITHCC102 Prepare simple dishes
SITHFAB203 Prepare and serve non-alcoholic beverages
SITHFAB206 Serve food and beverage

Year 12
SIT20216 Certificate II in Hospitality
BSBWOR203B Work effectively with others
SITXFSA101 Use hygienic practices for food safety
SITXWHS101 Participate in safe work practices
SITXCCS202 Interact with customers
SITHIND201 Source & use information on the hospitality industry
SITHIND202 Use hospitality skills effectively
SITHCC102 Prepare simple dishes
SITHFAB203 Prepare and serve non-alcoholic beverages
SITHFAB206 Serve food and beverage
SITHFAB204 Prepare and serve espresso coffee
SITHFAB101 Clean and tidy bar areas
SITHFAB202 Operate a bar
SITHFAB201 Responsible service of alcohol
SITXFIN201 Process financial transactions
SITXCOM201 Show social and cultural sensitivity

Assessment

All assessment is competency-based. Evidence of skills and knowledge gathered over time and a variety of tasks are collected towards the units of competency required. Written Assessment (mainly Open book) i.e. tests, research tasks, oral presentations. Project based work i.e. School and community functions and selling ventures. These are a mandatory part of the course and students are expected to attend. Observation records are used as evidence of practical skills. Practical exams or team practical activities i.e. cookery, mocktail task

Study expectations

Planning and written work to accompany practical tasks and projects i.e. preparation for cookery sessions and Restaurants. Completion of school and/or community functions and work placement (12 shifts) out of school time where necessary.

Additional costs

- Cookery ingredients or other supplies for practical tasks. (Basic supplies provided)
- Short courses i.e. RSA, Bar and Restaurant courses run by SmartSkill (Private RTO) These courses are free of charge under the current VETiS funding arrangements. Coffee School Barista training approx $140 (including bus transport costs to Brisbane)
- ‘Black and Whites’ for school and community functions and courses run by Smartskill and the Coffee School; black solid shoes (preferably lace up) black socks/stockings, black trousers/skirt and a white collared sleeved shirt.
- Industry visits and/or excursions when relevant to course
## Early Childhood Practices

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Practical Arts</th>
<th>Subject Cost</th>
<th>$40</th>
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<td>Subject Type</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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</table>

### Some future career options

Studies in Early Childhood may help young people to gain employment in a variety of fields across a number of different departments and organisations including; childcare, community services, entertainment, education, sport and recreation and special needs.

### Early Childhood Studies

Early Childhood Studies provides an introduction to understanding and developing the skills needed for the care and development of children aged 0-5 years. This course does not contain any vocational units of competency.

This course assists students to:

- Understand the social, emotional, physical and intellectual development of children.
- Communicate in a variety of modes.
- Develop practical skills in a care-giving role including teamwork and co-operation.
- Gain knowledge and understanding of early childhood settings, childcare programs, the role of parents, caregivers and early childhood professionals.

### Unit overview

#### YEAR 11
1. Nurturing children’s development
2. Developing language/literacy
3. Developing learning through play

#### YEAR 12
1. Promoting creativity, self-expression through play
2. Developing healthy lifestyle habits in children

### Assessment

#### YEAR 11
2x Written exams
2x Projects

#### YEAR 12
2x Written exams
2x Projects

### Study expectations

1 hour of homework & independent study per week.

### Additional costs

Nil.
Engineering Skills

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<th>Faculty</th>
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<td>Minimum Pre-Requisites</td>
<td>Nil</td>
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<tr>
<td>Some future career options</td>
<td>Mechanical engineer, Sheet metal worker, Boiler maker, Trades assistant and all Allied Industries</td>
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</tbody>
</table>

The study area specification Engineering provides general knowledge and skills needed to produce quality products for employment in the Engineering Industry. Students are offered a range of tasks that include a range of engineering contexts:

- Introduction to the Engineering Industry
- Safety in the Engineering workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection of welding and cutting processes
- Material selection and application
- Surface preparation and finishing

This course does not contain any vocational units of competency or work placement requirements.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

Unit overview

**YEAR 11**
1. Workshop safety induction
2. Introduction to workshop machinery
3. Theory of hand and power tools
4. Practical projects

**YEAR 12**
1. Theory of static equipment
2. Practical projects

Assessment

**YEAR 11**
1x Written exam
5x Practical projects with written components

**YEAR 12**
1x Written exam
5x Practical projects with written components

Study expectations

1 hour of homework & independent study per week.

Additional costs

Students may choose to bring their own safety glasses (Department supplies first pair only). It is compulsory for students who are welding to wear suitable long pants.
## Furnishing Skills

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<th>Faculty</th>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
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<tr>
<td>Some future career options</td>
<td>Carpenter, Shop Fitter, Cabinet Maker, Builder, Frame Setter, Joiner and trades assistant.</td>
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</table>

In Furnishing, students are engaged in practical workshop activities to expand their knowledge base and develop the necessary skills required to effectively manipulate materials and workshop machines to produce quality products.

- Introduction to the furnishing industry
- Safety in the furnishing workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Material preparation, construction and assembly of a product
- Surface preparation and finishing
- Carcass and framing construction

This course does not contain any vocational units of competency or work placement requirements.

**SAFETY:** Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

### Unit overview

**YEAR 11**
1. Community project
2. Bird/speaker box
3. Cape Cod chair

**YEAR 12**
1. Bedside cabinet
2. Clock
3. Community project

### Assessment

**YEAR 11**
- 3x Design projects with folio
- 1x Written exam

**YEAR 12**
- 3x Design projects with folio
- 1x Written exam

### Study expectations
1 hour of homework & independent study per week.

### Additional costs
Students may choose to bring their own safety glasses (Department supplies first pair only)

Return to Faculty
Industrial Graphics Skills

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<th>Faculty</th>
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<tr>
<td>Minimum Pre-Requisites</td>
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<td>Nil</td>
</tr>
<tr>
<td>Some future career options</td>
<td>Basis for further education and employment in a range of roles and trades in manufacturing industries. Opportunities such as: Architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.</td>
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</table>

In Industrial Graphics Skills, students are given opportunities to explore, experience and learn knowledge and practical skills required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. This course provides students the unique opportunity to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Learning will focus on core and elective knowledge, understanding and skills, and includes the study of manufacturing enterprises, workplace health and safety, personal and interpersonal skills, product quality, drawing skills and procedures, specifications, tools and materials. Each elective relates to a common industry area of specialisation. These will be chosen in response to industry needs, available resources and teacher expertise. The range of possible electives includes building and construction drafting, engineering drafting and furnishing drafting.

**Assessment**

**YEAR 11**

Projects demonstrating learning in both industry practices and drafting processes (individual and collaborative tasks)  
Practical demonstrations (Individual tasks)  
Examinations ie short response drawing test

**YEAR 12**

Expected to complete four (4) assessment instruments including:  
At least two projects and one practical demonstration Examination

**Study expectations**

1 hour of homework & independent study per week.

**Additional costs**

Subject cost includes software licence for Auto CAD, materials necessary for drafting and producing physical 3D models or components of a product.
Hospitality Practices

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<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil – Year 10 Food Studies an advantage</td>
<td>QCE Credits</td>
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Some future career options

Studies in Hospitality Practices may help young people gain employment in a variety of fields across a number of different departments and organisations including: cafes, hotels, clubs, restaurants and coffee shops.

The study area specification Hospitality provides general knowledge and skills needed for employment in the hospitality industry. This course does not contain any vocational units of competency or work placement requirements.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

Unit overview

YEAR 11
1. Introduction to Hospitality (Coffee Culture)
2. Hospitality in practice (Takeaways)

YEAR 12
1. International cuisine (Restaurants)
2. Celebrations

Assessment

YEAR 11
Multimodal presentation (hygiene)
Project (simulated event)
Project (actual event)
Written exam (extended response)

YEAR 12
Multimodal presentation (cultural awareness)
Project (actual event)
Written exam (extended response)

Study expectations

1 hour of homework & independent study per week.

Additional costs

Students will be required to provide ingredients on a regular basis for the food lessons
It is advisable for students to have black pants/skirt and white blouse/ shirt for restaurant work in Semester 3.

Students may choose to participate in external Restaurant/ Bar courses at a cost set by the private provider ie Bar skills block training set $ 345 unless under VETiS funding (Enrolled in Cert II Hospitality with SmartSkill),

Students will have the opportunity to participate in Coffee training $140 (including bus transport to Brisbane)
Hospitality Studies

<table>
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<th>C in English</th>
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</table>

| Some future career options | Assists students to gain the credit to enter into University specialising in hotel, event tourism or business management. Hospitality Studies may lead to professional hospitality careers in food and beverage, catering, accommodation, entertainment, resorts, tourism attractions, festivals or events. |

This course does not contain any vocational units of competency or work placement requirements. However, a Responsible Service of Alcohol (RSA) certificate is essential as alcohol will be served at function work.

A course of study in Hospitality Studies consists of exploring core hospitality management practices through a range of topics such as Kitchen Production, Beverage Production and Services and Food and Beverage Services. It allows students to investigate hospitality issues using an inquiry approach and to plan and implement hospitality events.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Uniforms for function(s) must be of professional appearance related to the industry.

Unit overview

**YEAR 11**
1. Kitchen production – Hygiene issues and laws
2. Food and beverage service – Creating an event/management of an event

**YEAR 12**
1. Food and beverage services and kitchen production – Meeting clients needs / formal restaurants
2. Beverage production and services – Coffee shop or beverage focussed event

Assessment

**YEAR 11**
1x Supervised written exam (90 mins)
2x Event management tasks (out of school hours)
1x Food and beverage service research

**YEAR 12**
1x Supervised written exam (120 mins)
1-3x Formal restaurant/s (out of school hours)
1x Research – meeting clients needs
2x Event management/creating an event

Study expectations

1 hour of homework & independent study per week.

Additional costs

Responsible service of alcohol (RSA) Approximately $50; Ingredient costs for practical activities

Students may choose to participate in external Restaurant/Bar courses at a cost that is set by the private provider ie Bar skills set block training $345 (unless under VETiS funding - enrolled in Cert II Hospitality with SmartSkill)

Students to have black pants/skirt and white blouse/shirt as well as appropriate black shoes for function and restaurant work in all semesters.

Students will have the opportunity to participate in Coffee training $140 (including bus transport to Brisbane)
Health Education

<table>
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<th>Faculty</th>
<th>Health &amp; Physical Education</th>
<th>Subject Cost</th>
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<tbody>
<tr>
<td>Contact Person</td>
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<td>Subject Type</td>
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<td></td>
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<td>1 per semester (max 4)</td>
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<td>Minimum Pre-Requisites</td>
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<tr>
<td>Some future career options</td>
<td>As life-long learners, an understanding of health and how it affects each individual is extremely useful. Careers in the Health sector such as a nurse, counsellor, community health officer, dietician and possibly people interested in naturopath careers would develop valuable skills and knowledge from this course.</td>
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</table>

Health Education provides the opportunity to look at the various factors in society which impact on our health as individuals and the community. From investigating these factors, we will be able to develop and promote effective practices to improve our own personal health as well as health related issues in society.

**Unit overview**

**YEAR 11**
1. Personal health: Alcohol  
2. Peer health: Binge drinking  
3. Peer health: Bullying  
4. Family health: Organ donation or immunisation  

**YEAR 12**
1. Community health: Road safety 1  
2. Community health: Road safety 2  
3. Community health: Sexuality  
4. Specific population health: Schoolies  
5. Specific population health: Student choice  

**Assessment**

**YEAR 11**
Research report (800-1000 words)  
Action research project (Multimodal – 3-5 minutes)  
Research assignment (800-1000 words)  
Unseen essay (500-700 words)  

**YEAR 12**
Multimodal (5-8 minutes)  
Unseen essay (600-800 words)  
Action research project (1000-1500 words)  
Research report (1000-1500 words)  
Genre choice  

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Physical Education

<table>
<thead>
<tr>
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<th>Health &amp; Physical Education</th>
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<td></td>
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<tr>
<td>Some future career options</td>
<td>Leading an active and healthy lifestyle is a desirable attribute for all individuals. As a career, you could be travelling to London with the Australian 2020 Olympic team as a physiotherapist, masseuse, team manager, coach, chiropractor, sports psychologist or competitor. Or you could be doing one of these jobs here in Gatton, along with possibly running a sporting complex, team trainer, fitness instructor or combine the features of all of the above…a PE Teacher.</td>
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</table>

Physical Education is a great opportunity to get out of the classroom, and participate in physical activities with the aim to improve these activities over two years. Students will study relevant theory from three areas to help improve their performance and develop their written analytical and evaluative thinking skills.

**Unit overview**

**YEAR 11**
1. Skill acquisition
2. Exercise physiology 1
3. Sociology of sport
4. Sport psychology

**YEAR 12**
1. Biomechanics
2. Exercise physiology 2
3. Sociology of sport
4. Physically educated person

**Assessment**

**YEAR 11**
- Multimodal (3-5 minutes)
- Analytical report (800-1000 words)
- Unseen essay (500-700 words)
- Research assignment (800-1000 words)

**YEAR 12**
- Multimodal (5-8 minutes)
- Analytical report (1000-1500 words)
- Unseen essay (600-800 words)
- Genre choice

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Recreation

<table>
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<th>Health &amp; Physical Education</th>
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Minimum Pre-Requisites

Nil – Physical activity is a mandatory aspect of this course

Some future career options

Leading an active and healthy lifestyle is a desirable attribute for all individuals. As a career, this could lead to a personal trainer or earn some money as a local team coach.

Recreational Studies provides an opportunity to get out of the classroom, and participate in physical activities to develop personal fitness, and increase knowledge on training methods and principles for a range of sports.

Unit overview

YEAR 11
1. Minor games and first aid
2. Anatomy: Personal training
3. Programs: Personal trainer
4. Waterpolo: Sports nutrition

YEAR 12
1. Event management: Event organisation
2. Event management: Coaching principles
3. Sociology: Drugs in sport
4. Indirect interceptive sport choice

Assessment

YEAR 11
Exam
Exam
Project (400-700 words)
Journal article (600-800 words)

YEAR 12
Project (500-900 words)
Journal article (600-1000 words)

Study expectations

30 minutes of homework & independent study per week.

Additional costs

Nil.
Dance in Practice

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<td>Subject Type</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil – Willingness to perform in front of others is essential</td>
<td>QCE Credits</td>
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<td>Some future career options</td>
<td>Professional dancer; Dance Teacher (both private sector at a dance school or teacher in a high school setting); Freelance Choreographer; Costume Designer; Hair/makeup artist; Career in Performing Arts- (theatre/ stage management); Personal trainer/ Fitness Instructor; Journalism</td>
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Dance is a human activity and an evolving form of expression. Dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as an instrument for communication.

Students will learn about safe dance practices and keeping their body healthy and strong through the use of correct strength and stretching techniques. They will also learn the importance of working together as a team, and valuing others’ creative and professional opinions both of which can be transferred into any of their future chosen careers.

The study of dance is enriched by experiences in Choreography, Performance and Appreciation. In Choreography, students learn how patterns of movement are combined and structured in space to create meaning, to express social or personal ideas and to tell stories. The skills of communication both physical and written, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.

In Performance, the unique technical and expressive demands of dance are developed. Students will develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a wide variety of dance techniques.

Appreciation of dance involves understanding how and why a dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and other’s aesthetic responses to dance.

**Unit overview**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dance for life</td>
<td>1. Private tuition: Dance as a business</td>
</tr>
<tr>
<td>2. Take charge</td>
<td>2. A chorus line</td>
</tr>
<tr>
<td>3. Let me entertain you</td>
<td>3. Dance can make a difference</td>
</tr>
<tr>
<td>4. Tell a story</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>3x Exploring tasks</td>
<td>3x Exploring tasks</td>
</tr>
<tr>
<td>2x Knowing tasks</td>
<td>2x Knowing tasks</td>
</tr>
<tr>
<td>3x Expressing tasks</td>
<td>2x Expressing tasks</td>
</tr>
</tbody>
</table>

**Study expectations**

Students are expected to rehearse and Choreograph in own time. Students should expect to perform in front of class peers and audience

**Additional costs**

Students may be asked to attend a live performance or a practical dance workshop. All efforts are made to reduce financial pressure on parents/caregivers.
Media Arts in Practice

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>$50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Sue Insley</td>
<td>Subject Type</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sinsl4@eq.edu.au">sinsl4@eq.edu.au</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
</tbody>
</table>

Media Studies provides an avenue for students to engage in, deconstruct, create media texts. Students will begin to explore and understand the role and influence that the media has on their personal and public lives. MEDIA STUDIES provides students with vital critical literacy and practical media making skills that allow them to be active participants in our media rich society.

Like other Arts subjects, components of MEDIA STUDIES are group based experiences and require teamwork, communication and organisational skills. This helps to develop social interaction skills, problem solving, understanding and compassion, time management and self-discipline.

Students are exposed to many forms of Media texts, and through the three dimensions of Exploring, Expressing and Knowing, demonstrating their understanding and applied knowledge and skills in the three phases of production and analysis.

**Unit overview**

**YEAR 11**
1. The basics of film & television production
2. Representations of youth in media products
3. Documentary film / Australian film

**YEAR 12**
1. International cinema – Style and influence
2. Genre – the evolution of genre and the effect of new media
3. New media and technology

**Assessment**

**YEAR 11**
2x Knowing tasks – written or oral
2x Expressing tasks – production
2x Exploring tasks – design

**YEAR 12**
2x Knowing tasks – written or oral
2x Expressing tasks – production
2x Exploring tasks – design

**Study expectations**

Filming and Editing in own time.
Additional work in own time for assessment pieces as required.

**Additional costs**

Nil.
## Music in Practice

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
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</tr>
</thead>
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<td>1 per semester (max 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Pre-Requisites</th>
<th>Nil – Performing is a mandatory aspect of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some future career options</td>
<td>Composer, Performer, Stage Manager, Recording Engineer, Arts Administrator, Radio Presenter, Music Critic, Instrument Maker/Repairer, Concert Organiser, Music Librarian, Conductor, Film Sound Recorder, Booking Agent. Studying Music also enhances an individual's personal growth and love in Music.</td>
</tr>
</tbody>
</table>

Artist practitioners fulfil many roles in a community, such as maker, performer/presenter, technician and manager. Creative Arts provide opportunities for students to explore these roles. Students also learn about Workplace Health and Safety issues, effective work practices and arts administration. Preparation for the workplace is further enhanced through fostering a positive work ethic, individual and teamwork collaboration and project management.

Music Studies provides students with the opportunity to explore the many and varied genres of music through the areas of exploring, expressing and knowing. Some possible areas of study include:

- Sound Technology
- Music Performance
- Music Management
- Music Creation
- Manipulating the Media
- Event Management

### Unit overview

**YEAR 11**

1. Music of the theatre
2. The ‘Big Bangs’ of music
3. Music of the media

**YEAR 12**

1. Children’s music
2. Music of love and loss
3. Australian music

### Assessment

**YEAR 11**

1x Media assignment
1x Performance
1x Composition
1x Management task

**YEAR 12**

1x Technology assignment
1x Performance
1x Composition
1x Management task

### Study expectations

Consistent practice & independent study per week (including assignment work)

### Additional costs

Nil.
## Visual Arts in Practice

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
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</tr>
</thead>
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<td>Authority Registered</td>
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<td><strong><a href="mailto:sinsl4@eq.edu.au">sinsl4@eq.edu.au</a></strong></td>
<td><strong>QCE Credits</strong></td>
<td>1 per semester (max 4)</td>
<td></td>
</tr>
<tr>
<td><strong>Minimum Pre-Requisites</strong></td>
<td><strong>Nil – It is strongly advised that students should have studied Art in Year 9 and 10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Some future career options</strong></td>
<td>Studies in Art may help students gain employment in hairdressing, interior decoration, jewellery making, floristry, display assistant, sign writing, printing, photography, tattooing and digital design.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Artist practitioners

Artist practitioners fulfil many roles in a community, such as maker, performer / presenter, technician and manager. Creative Arts provide opportunities for students to explore these roles.

### Some future career options

Some future career options in Studies in Art may help students gain employment in hairdressing, interior decoration, jewellery making, floristry, display assistant, sign writing, printing, photography, tattooing and digital design.

### Assessment

**YEAR 11**
- Design folio
- Design analysis
- Workplace health and safety
- Event management / Community art
- 2x Art folios

**YEAR 12**
- 2x Folios of fine art exploration
- Fine art analysis
- Art exhibition
- 2x Folios of photography

### Study expectations

Independent study per week.

### Additional costs

Nil.
Drama

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>Nil</th>
</tr>
</thead>
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<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>C in English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Some future career options | Drama prepares students for careers in the theatre and performing arts as well as being beneficial for a wide range of other areas such as Journalism, Law, Communications, Education, Public Relations, Events Management, Hospitality and Tourism. |

Students will be exposed to many texts from around the world. By exploring global themes and situations, they will gain a more sympathetic, culturally critical and general understanding of the Human Condition and Social Structure. Students will also understand the process of creating a drama from conception to performance. By its nature, Drama is a group art and hence learning experiences in the classroom develop teamwork, communication and organisational skills. The large amount of group work also helps to develop social interaction skills, problem solving, understanding and compassion, time management and self-discipline.

**Unit overview**

**YEAR 11**
1. Commedia Dell’ Arte style of improvisation theatre
2. Realism and ‘The Method’
3. Greek theatre in contemporary performance
4. The role of director

**YEAR 12**
1. Shakespeare and interpretations in performance
2. Brecht and his epic style of theatre
3. Group devising and presentation of “New Australian Drama”
4. Professional opportunities for theatre practitioners

**Assessment**

**YEAR 11**
2x Written analytical essays (responding)
1x Written monologue (forming)
1x Practical director’s workshop (forming)
3x Performances (presenting)

**YEAR 12**
1x Written analytical essay (responding)
1x Written play (forming)
2x Performances (presenting)
1x either Forming, Presenting or Responding task

**Study expectations**

2.5 hours of homework & independent study per week. In Drama, it is an expectation that students attend lunchtime and after school rehearsals.

**Additional costs**

Over the 2 year course, students will attend 4 professional live theatre performances. These performances are linked to assessment tasks, so it is mandatory that they attend. Costs vary, but will usually be between $28.00 and $38.00.
## Film, Television & New Media

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>$50</th>
</tr>
</thead>
<tbody>
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<td>Authority</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>C in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>The study of Film, Television and New Media prepares students for careers in the media arts as well as being beneficial for a wide range of other areas such as Video Journalism, Film and TV Industry employment, Law, Media, Advertising, creative arts, Communications, Education, Public Relations, Events Management, Hospitality and Tourism.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Film Television and new media provide an avenue for students to engage in, critique, deconstruct, create media and the contexts of media production and use. Students will begin to explore and understand the role and influence that the media has on their personal and public lives.

FTV & NM provides students with vital critical literacy skills that allow them to be active participants in our media rich society.

Students are exposed to many forms of Media texts, and through the three dimensions of Design/ Production and Critique, demonstrating their understanding and applied knowledge of the Key Concepts of Technologies, Representations, Audiences, Institutions and Languages and the specific skills in the three phases of production and analysis.

### Unit overview

**YEAR 11**
1. The basics of film & television theory & production
2. Representations of youth in media products
3. Documentary film
4. Australian film and reflections of Australian culture

**YEAR 12**
1. International cinema – style and influence
2. Genre – the evolution of genre
3. New media & technology – impact on media

### Assessment

**YEAR 11**
- 1x Extended written critique
- 1x Oral critique
- 2x Design
- 2x Production

**YEAR 12**
- 1x Extended written critique
- 1x Oral critique
- 2x Design
- 2x Production
- Plus post verification student choice of either critique, design or production

### Study expectations

Filming and editing in own time. Additional work as required for assessment pieces. Students will need to bring their own USB with a minimum of 2GB free as well as a standard SD memory card (16GB) to each lesson.

### Additional costs

Nil.
Music

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Helen Richards <a href="mailto:hrich2@eq.edu.au">hrich2@eq.edu.au</a></td>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>C in English and Music Must be able to read and write music, and play an instrument (including voice).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>Composer, Performer, Recording Engineer, Teacher (Classroom, Instrumental or Private), Arts Administrator, Radio Presenter, Music Lawyer, Music Critic, Music Therapist, Concert, Organiser, Music Librarian, Conductor, Film Sound Recorder. Studying Music also enhances an individual's personal growth and love in Music.</td>
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</tr>
</tbody>
</table>

Music is an enjoyable subject which combines a range of learning experiences, both practical and theoretical. You will have the chance to learn about a wide range of music, perform in a variety of ways in small ensembles and develop your aural and composing skills.

You will develop skills in listening, analysing, researching and problem solving. Music study will provide you with skills to assist you to work independently and to work well with others as you practice and perform in ensembles. The study of Music promotes self-discipline and self-confidence through practice and performance. Music study will help develop your creative and imaginative self, which will help you to become a more balanced and fulfilled adult.

Unit overview

**YEAR 11**

1. Music of the theatre
2. The ‘Big Bangs’ of music
3. Music of the media

**YEAR 12**

1. Children’s music
2. Music of love and loss
3. Australian music

Assessment

**YEAR 11**

2x Analysing repertoire assignments/exam
2x Compositions
2x Performances

**YEAR 12**

2x Analysing repertoire assignments/exam
2x Compositions
2x Performances

Study expectations

2.5 hours of homework & independent study per week. This time will be spent practicing and working on assessment tasks.

Additional costs

Nil.
Music Extension (Year 12 only)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Helen Richards</td>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:hrich2@eq.edu.au">hrich2@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 2)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>B in Senior Music. C in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>Composer, Performer, Recording Engineer, Teacher (Classroom, Instrumental or Private), Arts Administrator, Radio Presenter, Music Lawyer, Music Critic, Music Therapist, Concert, Organiser, Music Librarian, Conductor, Film Sound Recorder. Studying Music also enhances an individual's personal growth and love in Music.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Music Extension is a one-year subject available to students who are studying Music as a senior subject. You may only study this subject in Year 12. Students wishing to select Music Extension will need to renegotiate their current subject selection to take up this subject in Year 12.

Music Extension extends students beyond the senior Music course and is designed for students interested in exploring in greater depth one of three main areas:

- composition
- musicology
- performance

Students will develop their skills of independent research, critical thinking, decision making, higher-order problem solving, analysis and evaluation. They will have the opportunity to engage confidently in music making and to communicate and express complex ideas about music.

**Composition:**
Students with an interest in this field will analyse existing compositional techniques of composers of particular styles of music that interest them, develop further skills in drafting and editing compositions and will create two compositions over the year, to be presented in score or recorded format.

**Musicology:**
Within this strand, students will have the opportunity to examine different aspects of music history and styles including music for specific purposes, music of different cultures, the philosophy of music, psychology of music or acoustics. Students will choose an area of interest and will develop skills of research, hypothesising and analysis. Two pieces of research work will be required over the year.

**Performance:**
This specialisation allows student to investigate performance and rehearsal practices and techniques, and different interpretation of a work. Students will also complete two performances in the year. These can be solo or ensemble performance in singing or instrumental work, conducting or accompanying.

**Unit overview and assessment**
1. Investigating task
2. Realising tasks (this is dependent on the chosen area of study (ie. composition / performance / musicology)

**Study expectations**
2.5 hours of homework & independent study per week. This time will be spent practicing and working on assessment tasks.

**Additional costs**
Nil.
Visual Art

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>$60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Sue Insley</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>C in English.</td>
<td>Previous study in Art in Years 9 and 10 is desirable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There are heavy academic demands with this subject. Students who wish</td>
<td>to focus solely on practical art activities are better advised to select</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative Arts: Visual Arts Studies. Students may select to study both Art</td>
<td>and Creative Arts: Visual Arts Studies if they have a particular commitment and skill within Art Studies.</td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>Advertising agent, architect, art teacher, cartoonist, fashion designer, curator, interior designer, occupational therapist, web page designer and animator. Studies in Art may help students gain employment in hairdressing, interior decoration, jewellery making, floristry, display assistant, sign writing, printing, photography, tattooing and digital design.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/description). At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives.

Using the inquiry processes of researching, developing, resolving and reflecting, students

Explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas including two and three dimensional media, time based media and/or digital media. Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

Unit overview

**YEAR 11**

1. Transitions (10 weeks)
2. Layers (10 weeks)
3. Reaction response (15 weeks)

**YEAR 12**

1. Localites (15 weeks)
2. Existentialism (15 weeks)
3. Extension (5 weeks)

Assessment

**YEAR 11**

2x Experimental making folios
1x Formative body of work, inclusive of appraising and making tasks

**YEAR 12**

Body of work 1 and 2, inclusive of making and appraising tasks
Continued work extending either body of work 1 or 2

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Nil.
German

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Cost</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Sue Insley</td>
<td>Subject Type</td>
<td>Authority</td>
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<tr>
<td></td>
<td><a href="mailto:sinsl4@eq.edu.au">sinsl4@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-</td>
<td>Students must have studied German successfully in Years 9 and 10 to select senior German.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requisites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>Trade (insurance, transport and banking); Investment (business activities such as commerce, industrial and real estate business); Tourism - German speaking visitors represent 8 - 10% of total arrivals in Australia; Employment opportunities in the fields of education, tourism, commerce, industry, trade, banking, the Armed Services, medical services, the Public Service, the diplomatic service, International Law, Sciences and the police force.</td>
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</tbody>
</table>

- Studying a foreign language assists the educational, intellectual, personal, social and cultural development of students. More specifically, the student will:
- gain practical language skills which can be used in communication
- gain insights into the nature, purposes and styles of language in general and German in particular
- develop greater sensitivity to and an understanding of the English language
- gain skills and attitudes towards learning which will enable further learning in foreign languages
- recognise the value of all languages and cultures and develop respect and tolerance for other people

Unit overview

YEAR 11
1. Family life/ Domestic routines
2. Sports, hobbies and leisure time
3. Personal identification, relationships, adolescent problems and pollution
4. School education systems
5. Student exchange / Poetry / Nazi Germany
6. Part time work / Further study
7. The media: film study

YEAR 12
1. Holiday planning / Geography
2. The media: book (novel) study
3. Environmental issues and recycling
4. Life beyond school: future plans
5. Festivals, fairy tales and legends

Assessment

YEAR 11
2x Listening tests
2x Reading tests
2x Speaking tests
2x Writing tests

YEAR 12
2x Listening tests
2x Reading tests
2x Speaking tests
2x Writing tests
1x Speaking, 1x Writing test (post verification)

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Nil.
Special Education Program

| Faculty       | Special Education | Subject Cost | NA
|---------------|-------------------|--------------|
| Contact Person| Esta Ryan         | Subject Type | NA
|               |                   | QCE/QCIA Credits | Both options available
| Minimum Pre-Requisites | Diagnosis of ASD, ID, SLI, PI, HI or VI |

<table>
<thead>
<tr>
<th>Some future career options</th>
<th>Work – with and/or without adult support</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TAFE</td>
</tr>
<tr>
<td></td>
<td>University</td>
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</table>

The Special Education Program at Lockyer District High School offers students with a range of learning needs an individualised course of study. At the SET Plan meetings held with parents/carers and students at the end of Year 10, decisions are made in consultation with the HOSES with regards to the most appropriate Individual Curriculum Plan for a student with a disability.

**Unit overview (Example only)**

**YEAR 11**
- English-SEP
- Pre-Vocational Maths-SEP
- Recreation-SEP
- Life Skills-SEP
- Visual Art-SEP
- + Elective options

**YEAR 12**
- English-SEP
- Pre-Vocational Maths-SEP
- Recreation-SEP
- Life Skills-SEP
- Visual Art-SEP
- + Elective options

**Assessment**
Curriculum offerings are modified, individualised and adjusted. Data on student progress is collated twice per term, and reported on at the end of each semester.

**Work experience expectations**
All SEP-based students are expected to participate in Work Experience one day per week in Years 11 and 12. These placements are arranged with the support of the Coordinator- Work Placement (SEP) Mrs Helena Stark.

**Additional costs**
Generally, one 'social' excursion occurs per term. The cost varies (generally $20-$50) and attendance is based on attendance, behaviour and at the HOSES’ discretion. Full payment of Lockyer Text fees is required.