

Care

Courtesy

Cooperation

Challenge

Commitment



the best we can be

Subject Selection Handbook

Year 11 & 12 - 2008

Resilience

Relevance

Reflection

Relationships

Rigour



Welcome to Our Senior School

It is exciting to offer our school community this framework for Year 11 & 12's that provides for our students "Senior Phase of Learning". The framework we have developed aligns closely to positive state-wide changes to the senior learning phase, with a view to providing students with educational, personal, ethical and social skills that prepare them for their dynamic future pathways.

This Phase of Learning has been driven by two main goals. Firstly, to create an educational framework that offers the best preparation for every student for their future. Courses are delivered within the Queensland Studies Authority (QSA) guidelines for accreditation, assessment and reporting. Our second and equally important goal is to provide multiple and flexible pathway options that enable each individual student to find challenge, success and fulfilment, with exiting qualifications that give every individual positive options within Tertiary Study, TAFE, further training or full time work.

Chancellor State College's part in the educational precinct has created productive and evolving relationships with the University of the Sunshine Coast (USC), a strong developing relationship with the Sunshine Coast Institute or TAFE and positive links with local P-12 schools within this precinct. These partnerships will provide real life opportunities and experiences for our students.

We welcome each family to this exciting and challenging Senior Phase of Learning. We are confident that the integrated curriculum framework that is provided through the primary years to the completion of our middle years at Chancellor is creating independent, responsible and dynamic learners. We have aligned our teaching to the Smart State Agenda and are confident that the professionalism of our teachers, combined with the professional development framework available at Chancellor, provides students with a sophisticated teaching and learning process that accelerates the achievement of the goals of the Smart State Agenda. Quality teaching will underpin our curriculum framework as an essential ingredient of our planned success for students.

In our innovative and future focused curriculum framework we aim to integrate ICT into all learnings and explore the emerging opportunities for online and flexible learning that such technology promises. Virtual Schooling is a component of every student's course of instruction before they complete this phase of their education. Our partnership with the ICT Centre, within the University and our role as one of Education Queensland's six "Gateway to the ICT" Industry Schools will be integral to this innovation. Further as Australia's only Microsoft Innovative School (one of sixteen worldwide), laptops for teachers and extensive training for teachers in ICT we aim to deliver best practise teaching through the medium of ICT.

Throughout this handbook you will find the subject offerings to students organised into Five Academies that we have designed to ensure our curriculum framework remains connected to the real world, challenging and engaging for students. Students also have the opportunity to study subjects through Education Queensland's Virtual Schooling Service as well as other education providers including the HEADSTART tertiary options from the University of the Sunshine Coast.

Staff are trained to assist in this process and look forward to working with families throughout 2007 and into 2008/09. Students have participated in "My Journey" where they have engaged in the process of looking forward to understand how to further study, training or careers are linked to the choices they make during these Senior Years. We are committed to our partnership with you during this complex and dynamic phase.

You and your child are invited to use this handbook as a guide to assist subject selection for Year 11/12. We expect students will find this blend of Courses of Study as a challenging introduction to the rigour required in the Senior School.

We look forward to supporting your student to be the "Best They Can Be" at Chancellor State College.

John Lockhart
Executive Principal

Leanne Jensen-Steele
Secondary Campus Principal

Barry Dittman
Deputy Principal
Senior School

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ACADEMY OFFERINGS IN THE SENIOR SCHOOL

This framework will continue to evolve and extend into 2009 and beyond.

ARTS & DESIGN	WORLD & CHANGE	RESEARCH & DISCOVERY	TECHNOLOGY & INNOVATION	BUSINESS & ENTERPRISE
Authority Subjects <input type="checkbox"/> Visual Art <input type="checkbox"/> Drama <input type="checkbox"/> Music	Authority Subjects <input type="checkbox"/> English <input type="checkbox"/> Modern History <input type="checkbox"/> Ancient History <input type="checkbox"/> Geography <input type="checkbox"/> Japanese <input type="checkbox"/> Economics	Authority Subjects <input type="checkbox"/> Physics <input type="checkbox"/> Chemistry <input type="checkbox"/> Biology <input type="checkbox"/> Multi-Strand Science <input type="checkbox"/> Maths A/B/C <input type="checkbox"/> Health Education <input type="checkbox"/> Physical Education	Authority Subjects <input type="checkbox"/> Graphics <input type="checkbox"/> Technology Studies <input type="checkbox"/> IPT <input type="checkbox"/> ITS	Authority Subjects <input type="checkbox"/> Accounting <input type="checkbox"/> Business Communication & Technology <input type="checkbox"/> Legal Studies
Authority Registered Subjects <input type="checkbox"/> Creative Arts	Authority Registered Subjects <input type="checkbox"/> English Communication	Authority Registered Subjects <input type="checkbox"/> Recreation <input type="checkbox"/> Pre-Vocational Mathematics	Authority Registered Subjects <input type="checkbox"/> Industrial Technology	
			Vocational Education & Training <input type="checkbox"/> Cert III in Information Technology	Vocational Education & Training <input type="checkbox"/> Cert II in Business <input type="checkbox"/> Cert III in Hospitality

ALTERNATIVE LEARNING OPTIONS

Students will also have the opportunity to select courses of study from our Gateway to ICT programs, the University of Sunshine Coast Headstart Program, and a range of School Based Apprenticeship and Traineeship options.

SENIOR CURRICULUM STRUCTURE

1. All students **MUST** study English and at least one Mathematics option. The choice of English and Mathematics courses is determined by your Year 10 results and also QTAC course prerequisites.
2. All students will then study four other elective subjects chosen from courses on offer from each of the Academies. In selecting these subjects students need to refer to the guidelines provided throughout this booklet.
3. At Chancellor State College students are offered the following choice of subject types:

AUTHORITY SUBJECTS – These subjects follow a Queensland Studies Authority Syllabus. A minimum of 20 semester units of these subjects is needed for a student to be eligible for an Overall Position (OP) and tertiary entrance. 12 of these semester units must come from three subjects studied for 4 consecutive semesters. These subjects can provide credit towards the Queensland Certificate of Education (QCE).

Education Queensland's **Virtual Schooling Service** gives our students access to a range of Authority subjects that may only attract small numbers of senior students. This unique learning environment enables us to expand and individualise the courses of study for senior students

AUTHORITY REGISTERED SUBJECTS – These subjects are accredited by the Queensland Studies Authority and can provide credit towards the Queensland Certificate of Education (QCE). They do not contribute towards tertiary entrance i.e. they are not included in OP calculations.

HEADSTART – This is a tertiary immersion program offered by the University of the Sunshine Coast (USC). Students are able to select from a range of user pays courses that the university makes available to students. There are strict entrance conditions and this study option must be negotiated with the Senior School administration on an individual needs basis. Students who are looking to study Sciences can also take advantage of the Dual Accreditation that Chancellor State College and USC have had sanctioned by the Queensland Studies Authority. Our Biology program includes an option for students to complete a semester of study at USC and have this result used in final OP calculations. This is an option that is currently not available at any other Secondary School in Queensland. Further options for Dual accreditation are still being explored as this handbook goes to print.

GATEWAY TO ICT INDUSTRY PROGRAMS – As well as the Information and Communications Technology subjects offered as electives, students will also have the option of studying Vendor Based Certificates. These courses will be delivered through our Microsoft Academy (in partnership with the ICT Learning Innovation Centre – USC) and provide students with the option of gaining industry standard qualifications. All Testing costs will need to be met by the student. There are entrance conditions and this study option must be negotiated with the Senior School administration on an individual needs basis.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS – A formal vocational education training pathway. Further information is provided on the next page.

NOTE: Changes at the end of the semester may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider prerequisite status with the Guidance Officer, Administration and/or parents when considering electives and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resourcing and student demand. The school administration in consultation with students and parents may consider alternate learning arrangements though Distance Education, Virtual Schooling or other educational providers depending on negotiated student needs.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

A School-Based Traineeship is a formal vocational education and training pathway. Students successful in obtaining a school-based traineeship will be required to enter into legal contracts and agreements. One such contract is the Training Agreement. The Training Agreement is a legally binding agreement between the employer, the employee (the student) and legal guardian (if the employee is under the age of 18), which identifies the training required of the employee, the Supervising Registered Training Organisation (S.R.T.O.) and outlines the obligations of all parties to the Agreement. In addition, a Training Plan, detailing the Training Program (modules or competencies to be achieved) and method of delivery, must be drawn up by the S.R.T.O. For Apprenticeships, the trend is to move away from a “time served” system, to one based on the attainment of competencies.

Traineeships may be commenced and completed by students during their senior phase of learning. If a student wishes to pursue a career in this industry after Year 12, and is successful in gaining further employment, credit is given for the completed traineeship. That is, a student could seek employment as a “second year” apprentice. However, this will vary from industry to industry.

ASSESSMENT:

Assessment will occur “on the job” and “off the job” by qualified Supervising Registered Training Organisation Assessors. Assessment is competency based.

SPECIAL REQUIREMENTS / COMMENTS:

Chancellor State College has a specific process all students must follow in order to be eligible for a school-based traineeship. The process is in place to maximise the potential of a student to be successful in the traineeship.

Students will need to:-

- Attend with parents/carers information sessions
- Undertake work readiness preparation sessions
- Undertake 5 days Work Experience in their own time – compulsory
- Demonstrate long-term commitment
- Be required to undertake Off the Job training with a Supervising Registered Training Organisation (S.R.T.O.) usually in the school holidays
- Understand travel may be necessary to access some traineeship placements.

POSSIBLE ADDITIONAL ACCREDITATION

Certificate II or III in Traineeship Industry Area

CHOOSING SENIOR 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.

Overall Plan

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

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.

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

Guidelines

1. Find out about occupational pathways. It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you. Our guidance officer will be able to assist you. The following resources are available in our school and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia's National Career Information Service, called *myfuture*, can be accessed at: www.myfuture.edu.au
- The *Jobguide* book which can also be accessed from the Jobguide website at www.jobguide.dest.gov.au
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
- The *Tertiary Prerequisites 2010* book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year 2010.
- *Pathways to Further Education and Training* is a handout which provides general information about the Australian Qualifications Framework. Ask the guidance officer for this handout.
- *Tertiary entry: Internal Year 12 students without OPs* is a handout that is available from the QTAC website at www.qtac.edu.au It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.
- Queensland TAFE Handbook at: <http://www.tafe.qld.gov.au>
- School Career Software including Career Voyage and OZJAC
- The Queensland Studies Authorities Career Information Service can be accessed at www.cis.qsa.qld.edu.au

2. Find out about the subjects offered by our school. We offer the following types of subjects:

AUTHORITY SUBJECTS

- These subjects, approved by the Queensland Studies Authority (QSA), are offered statewide in Queensland Secondary Schools and Colleges and are used in the calculation of OPs and selection ranks. Some Authority Subjects have accredited vocational education modules embedded in them.
- Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority Subjects in Year 11 and 12 difficult.
- Your OP is dependent on how well you achieve in your subjects. You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- Contribute to QLD Certificate of Education (QCE) if required standard reached.

AUTHORITY-REGISTERED SUBJECTS

- Authority-Registered Subjects are those based on QSA developed Study Area Specifications. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank.
- Authority-Registered Subjects emphasise practical skills and knowledge relevant to specific industries.
- Contribute to QCE if required standard reached.

VOCATIONAL EDUCATION AND TRAINING (VET)

- Student achievement in accredited vocational education modules (whether embedded in Authority or Authority-Registered Subjects) is based on industry-endorsed competency standards and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations.
 - Contributes to QCE if required standard reached.
3. **Read and think carefully about subjects.** Take these steps to ensure you understand the content and requirements of each subject:
- Read subject descriptions and course outlines in this booklet.
 - Talk to Heads of Departments and teachers of each subject.
 - Look at books and materials used in the subject.
 - Listen carefully at subject selection talks.
 - Talk to students who are already studying the subject (even if another school)
 - Fully understand the requirements of the subject assignments, exams, trips, camps etc.
4. **Choose a combination of subjects that suit your needs and abilities.**

VOCATIONAL EDUCATION.

Consider taking subjects with vocational education modules embedded in them if:

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

TERTIARY ENTRANCE

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

- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary prerequisites 2010 (with G.O.).
- Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters in Year 11 and 12 you must:
 - A) complete 20 semester units of Authority Subjects (the equivalent of 5 subjects).
 - B) study at least three subjects which remain unchanged throughout Years 11 and 12.
 - C) sit for the Queensland Core Skills Test over 2 days in Term 3 of Year 12.
- A small 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.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS.

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

- Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer.
- Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.
- Contribute to QCE if required standard reached.

5. **Be prepared to ask for help.**

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

PROCESS OF SUBJECT SELECTION

1. Students have been working through a Senior Education and Training Plan in My Journey over the last three terms. Knowledge gained from experiences including Goal Setting, Subject Information Talks, Career Voyage, Sunskills Expo and Work Experience should assist in the Subject Selection Process.
2. Parents and students will be invited to an Information Evening.
3. Students will receive a Subject Selection Booklet. Form teachers and Administration members will guide students through the contents.
4. Students may seek counselling from form teachers, Administration members and our Guidance Officer to ensure they create a “balanced” program of study that maximises future options.
5. Students and Parents will come to a Senior Education and Training Interview with School Administration Staff. At this interview, students will be issued with a Subject Selection Form. This will be completed at home and signed by the parent/guardian.
6. The subject selection form must be returned by the due date indicated on the form.
7. Course availability will depend on the balance of student demand, teacher / resource availability, and students previous performance data.

Please Ask for Assistance if you are unsure

MONITORING YOUR SET PLAN

Your SET Plan will be registered with the QSA at the end of this term. You can keep track of your progress and find a range of other career and study information at the Queensland Study Authority – Career Information Service Website: <https://cis.qsa.qld.edu.au>

To monitor your progress you will need to login with your Learner Unique Identifier (LUI) and password. These will be given to you at your SET Plan Interview.

RECOMMENDATIONS FOR YR 11 AND 12 SENIOR SUBJECTS

The table provides recommendations as to which Year 10 Subjects including minimum levels of achievement support successful studies in Year 11 and 12 subjects. As this is only a recommendation students are encouraged to discuss subject choices with their class teachers, the Guidance Officer and Administration.

YEAR 11 & 12 SUBJECT	RECOMMENDED YR 10 SUBJECT AND MINIMUM LEVEL OF ACHIEVEMENT
ACCOUNTING	At least a Sound Level of Achievement in Year 10 Maths and English
ANCIENT HISTORY	At least a Sound Level of Achievement in Year 10 English
ARTS IN PRACTICE (CREATIVE ARTS)	At least a Sound Level of Achievement in Year 10 Arts and/or a genuine commitment to arts practice
BIOLOGICAL SCIENCE	At least a Sound Level of Achievement in Year 10 Science
BUSINESS COMMUNICATION AND TECHNOLOGIES	At least a Sound Level of Achievement in Year 10 Business Enterprise
CERTIFICATE II BUSINESS	At least a Sound Level of Achievement in Year English
CHEMISTRY	At least a Sound Level of Achievement in Year 10 Extension Science and in Prep Maths A or B
DRAMA	At least a Sound Level of Achievement in Year 10 Drama and/or English
ECONOMICS	At least a Sound Level of Achievement in Year 10 English
ENGLISH	At least a Sound Level of Achievement in Year 10 English
ENGLISH COMMUNICATION	Nil
GEOGRAPHY	At least a Sound Level of Achievement in Year 10 English
GRAPHICS	At least a Sound Level of Achievement in Year 10 Technology and Design (Graphics section)
HEALTH EDUCATION	At least a Sound Level of Achievement in Year 10 English
CERTIFICATE III IN HOSPITALITY (OPERATIONS)	At least a Sound Level in Year 10 English (and a commitment to practice and theory). Students who have not studied Hospitality in Year 10 will be required to complete to a competent level the 3 Units of Competency delivered in Year 10 to be eligible for the Certificate.
INDUSTRIAL DESIGN	Successful completion of Industrial Skills in Year 10
INFORMATION PROCESSING & TECHNOLOGY	At least a High Level of Achievement in Year 10 English and in Prep Maths B
INFORMATION TECHNOLOGY SYSTEMS	At least a Sound Level of Achievement in Year 10 Prep Maths A and English
JAPANESE	At least a Sound Level of Achievement in Year 10 Japanese
LEGAL STUDIES	At least a Sound Level of Achievement in Year 10 English
MATHS A	At least a Sound Level of Achievement in Year 10 Prep Maths A
MATHS B	At least a High Level of Achievement in Year 10 Prep Maths B
MATHS C	At least a High Level of Achievement in Year 10 Prep Maths B
MODERN HISTORY	At least a Sound Level of Achievement in Year 10 English
MULTI-STRAND SCIENCE	At least a Sound Level of Achievement in Year 10 Science
MUSIC	At least a Sound Level of Achievement in Year 10 Music and study of music outside of school or Instrumental Music Program
PHYSICAL EDUCATION	At least a Sound Level of Achievement in Year 10 Health and Physical Education and Year 10 English
PREVOCATIONAL MATHS	Nil
RECREATION	A commitment to working in BOTH practical and theoretical aspects of the course
PHYSICS	At least a Sound Level of Achievement in Year 10 Extension Science and in Prep Maths B
TECHNOLOGY STUDIES	At least a Sound in Year 10 English (and preferable Sound Achievement in Yr 10 TST)
VISUAL ART	At least a Sound Level of Achievement in Year 10 Art

World & Change

Within this Academy you may study

ENGLISH

AUTHORITY SUBJECTS

ENGLISH

AUTHORITY REGISTERED SUBJECTS

ENGLISH COMMUNICATION

Possible Careers in English:

Actor
Teacher
Diplomat
Editor
Journalist
Public Relations
Human Resource Management
Local, State, Federal Government
Researcher

Broadcaster
Librarian
Interpreter
Author
Travel Consultant
Teacher Aide
Lawyer
Critic

Speech Writer
Archivist
Publisher
Advertising
Administration
Receptionist
Communications
Paralegal

Further Study Opportunities:

TAFE:

English is a prerequisite for most areas of further study and entry to a range of careers.

UNIVERSITY:

English provides the basis for all areas of employment and further study. Literacy outcomes are required for the Year 12 Queensland Certificate of Education.

SUBJECT

ENGLISH COMMUNICATION

STATUS: Authority Registered Subject CODE: ENC

COST: NIL (if a member of the Student Resource Scheme)

COURSE OVERVIEW: English Communication is designed to assist students to develop and improve the communication skills that allow them to function effectively in the contexts of work, community and leisure. Learning experiences allow students to develop their interpersonal skills and to acquire specific knowledge and skills related to further training and employment. English Communication is an Authority Registered subject and thus cannot be used to calculate an OP at the completion of year 12.

COURSE OUTLINE: All units in English Communication incorporate one or more of the main components: work, community or leisure, and can establish a basis for students' further learning as well as developing essential communication skills to enhance employment opportunities.

A unit of work on Workplace Communication for example, would aim to focus on:

- presenting information
- job seeking skills
- surviving in the real world
- communication in the workplace

Students will prepare and write reports and other documents, develop research skills, gather information, share opinions, and read and view a variety of texts.

Students undertake a range of activities relating to work, personal and community life, utilising spoken, written and visual texts and other sources to develop their capacity to learn. The basis of this course is practical with an emphasis on the use of I.C.T.s.

Units include:

- Web page construction – Resume or personal interest
- Work Portfolio, Job Interview, workplace documents, issues
- Promote a charity
- Lobbying campaign – social justice / environmental issue
- Electronic / on-line games panel review
- Tourism – on-line brochure / publication
- The Travel Agent – organising an overseas holiday
- Digital Publisher – school magazine
- Small Business Proposal
- Moving Out – folio / budgeting
- Schoolies survival pack – awareness raising

ASSESSMENT TECHNIQUES:

A variety of assessment techniques will be used in English Communication including: reports, work related documents, memos and letters, a curriculum vitae, job applications, role plays, interviews, spoken presentations, folio presentations and presentations using powerpoint.

- Written tasks
- Oral tasks
- Written examinations

SPECIAL REQUIREMENTS:

Excursions may incur additional costs.

World & Change

Within this Academy you may study

SOCIAL SCIENCE

AUTHORITY SUBJECTS

MODERN HISTORY

ANCIENT HISTORY

ECONOMICS

GEOGRAPHY

Possible Careers in Social Science:

Advertising

Public Service

Industrial Relations

Psychology

Economics

Arts

Engineering

Meteorologist

Journalism

Education

Town Planning

Law

Accounting

Architecture

Surveyor

Engineering

Public Relations

Travel Industry

Social Work

Commerce

Business Studies

Environmental

Tourism

Further Study Opportunities:

TAFE:

Tourism

Business

UNIVERSITY:

Arts

Planning & Environment

Education

Economics

SUBJECT

MODERN HISTORY

STATUS:**Authority Subject****CODE: MHI****COST:****NIL (if a member of the Student Resource Scheme)****COURSE OVERVIEW:**

Modern History offers students the opportunity to increase their understanding of why the modern world is the way it is. Students investigate the processes of change and continuity that have shaped today's world and the roles people have played in the processes. In Modern History, understandings are developed through processes of critical inquiry, debate, reflection and decision making and through studying it, students should be more ready to cope with the present and influence the future.

COURSE OUTLINE:

Over a two-year course, students undertake a study of four themes, these are:

- studies of conflict
- studies of diversity
- studies of power
- studies of hope

From these four themes, students will undertake a series of inquiry topics. For example, possible inquiry topics relating to studies of conflict may include the Vietnam War, the Arab-Israeli Conflict, the Cold War and a topic of the student's own choice.

Historical study is based on Inquiry: What happened? Why did it happen? Why did it happen then? Students will identify an historical problem, investigate it and make judgements about it. Students will critically evaluate and use both primary sources {eg. diaries, letters, artefacts} and secondary sources {eg. texts, audiovisual and computer software} and will be encouraged and given the opportunity, to use computers in their study. Relating events and issues from the past to the modern era is an essential part of this course.

ASSESSMENT TECHNIQUES:

Assessment in Modern History is designed to enable students to demonstrate a broad range of abilities, all of which have valuable applications in the adult world. By the end of each semester, students will have completed a combination of : one essay test, one objective short answer test, one multi-modal task, one response to stimulus test and one research assignment {written and/or spoken} NOTE: Not all of these are assessed in each semester

SPECIAL REQUIREMENTS:

Excursions may be negotiated within the 2 year program which will incur costs.

SUBJECT

ANCIENT HISTORY

STATUS:**Authority Subject****CODE: AHI****COST:****NIL (if a member of the Student Resource Scheme)****COURSE OVERVIEW:**

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone's heritage and the study of the subject or Ancient History ensures that this heritage is not lost. Through studying Ancient History, students should be more ready to cope with the present and influence the future.

COURSE OUTLINE:

During the two year course, students undertake a study of themes, these are:

- studies of archaeology,
- a study of pharaonic power in Egypt,
- changing practices in society and government in the Greek World,
- studies of the Roman republic and the impact of war and expansion,
- an independent research study focussing on the achievements and developments of human diversity in History.

Historical study is based on Inquiry: What happened? Why did it happen? Why did it happen then? In each study, students will identify an historical problem, investigate it and make judgements about it. Students will critically evaluate and use both primary sources {eg. diaries, letters, artefacts} and secondary sources {eg. texts, audiovisual and computer software} and will be encouraged and given the opportunity, to use computers in their study.

ASSESSMENT TECHNIQUES:

In each semester, students must complete a combination of the following assessment items:

- one essay test
- one objective short answer test
- one multi-model task
- one response to stimulus test
- one research assignment (written and / or spoken)

Not all of these are assessed in each semester.

SPECIAL REQUIREMENTS:

Excursions may be negotiated within the 2 year program which will incur relevant costs.

SUBJECT ECONOMICS

STATUS: Authority Subject CODE: ECO

COST: NIL (if a member of the Student Resource Scheme)
(User pay cost will apply if course offered through Virtual Schooling)

COURSE OVERVIEW: A sound grasp of economics enables students to understand the changes in the Australian and International economies. It provides students with the basics of political and civic decision making. Economics is the study of the allocation of scarce resources to meet demands. For example students will examine how personal spending affects supply and demand and market forces. This spending affects government decisions regarding budgets, policies and international trade. Economic literacy helps citizens to understand and to make informed decisions on a wide variety of economic issues of local, state, national and international significance.

Successful students of Economics are much sought after in the business and financial workplace, with this field being a major growth industry of the new millennium.

Throughout this two year course of study, students will cover topics such as:

- The general nature of Economics and economic problem of what, how and for whom to produce.
- The Australian labour market, employment and unemployment, the social and economic effects of labour policies.
- How governments implement economic policies.
- International economics, trade relations and the connection between domestic and external sectors of the economy.

Because of the ever-changing nature of world and national economics, students will be exposed to the latest information in the media and Internet. The study of economics is based on the inquiry approach. This requires students to identify a problem or issue, analyse, determine costs and benefits and work towards solutions and suitable outcomes. In order to analyse the latest data with regards to economic growth and development, computer use is an important resource for students of Economics.

COURSE OUTLINE:

SEMESTER ONE

The Circular Flow and Prime Mechanism. eg

- Economic basics personal economics
- Business Concentrations

SEMESTER TWO

The Economy and the Community eg.

- Labour relations
- Population
- Wealth Distribution

SEMESTER THREE

Contemporary Economics eg.

- Different Economic Policies in Australia
- Current Budget
- Development Economics/less developed Nations

SEMESTER FOUR

International Economics eg.

- Economic Globalization
- Economic Systems

ASSESSMENT TECHNIQUES:

Each semester will have a combination of 3-4 of the following:

- Short response test - essay
- Response to stimulus test - practical exercise
- Extended written response
- Inquiry based / investigative reports
- Non written response eg. oral, interactive debate, seminar, documentary.

SPECIAL REQUIREMENTS:

Excursions may be negotiated within the 2 year program which will incur relevant costs.

SUBJECT GEOGRAPHY

STATUS: **Authority Subject** **CODE: GEO**

COST: **\$40.00 (Excursion Contribution)**

COURSE OVERVIEW: Senior Geography leads to a vast number of career opportunities and is a valuable medium for the education of young people. The content, cognitive processes and skills taught in Geography are central to our understanding of the dynamic processes continually shaping our world, globally, nationally, regionally and locally. The values promoted in Geography are critical to making decisions that mutually benefit the world, its peoples' needs and our dynamic environment.

COURSE OUTLINE: Learning in Geography takes place in a variety of settings, including the classroom, computer labs, school environments, the local community as well as a variety of physical and social environments in the field. Fieldwork enables students to develop skills in the field and make connections between "the real world" and the classroom.

In each semester, studies will involve global, regional and local issues.

Semester 1: Managing the Natural Environment. This theme focusses on the relationship of people with the natural environment with a consideration of the responsibilities of people in managing their impact on the environment and the impact of the environment on them.

Semester 2: Social Environments. This theme examines the sustainability of urban and rural environments (from farm to mega-city) and examines the human profile and structure of settlements.

Semester 3: People and Development. This theme focusses on issues related to variations in living conditions here and around the world and the factors that underlie the differences.

Semester 4: Resource and the Environment. This theme focusses on issues related to human use of and reliance on the environment. It has a different emphasis from Semester 1.

ASSESSMENT TECHNIQUES: In each semester, students must complete a minimum of three formal assessment items from the following:

- Short response test
- Practical exercises
- Stimulus-response essay
- Field work report
- Research assignment or oral presentation

SPECIAL REQUIREMENTS: **NOTE:** Students undertaking this course are required to attend a field trip for the duration of four days at an approximate cost of \$250 (cost is only an estimate and may vary according to availability of accommodation and transport).

Senior Geography does not require students to have completed the Humanities course in Year 10, though it is an advantage if students have studied Geography in some capacity before.

World & Change

Within this Academy you may study

LOTE

AUTHORITY SUBJECTS

JAPANESE

Possible Careers in LOTE:

Broadcaster
Ships Steward
Tourist Guide
Interpreter
Diplomat
Playwright
Tour Guide
Foreign Affairs
Linguist
Publisher

Flight Attendant
Anthropologist
Social Welfare Worker
Translator
Publisher
Journalist
Public Relations Officer
Tourism
Employment Officer
International Correspondent

Radio Officer
Sociologist
Language Teacher
Archaeologist
Book Editor
Travel Consultant
Historian
Diplomat
Armed Services
Journalist

Further Study Opportunities:

TAFE:

Tourism
Business

Receptionist
Chef/ Hotel Industry

UNIVERSITY:

Tourism
Journalist

International Business

International Law

SUBJECT

JAPANESE

STATUS: Authority Subject **CODE: JAP**

COST: \$22.00 per year
(User pay cost will vary if Virtual Schooling alternative applies)

COURSE OVERVIEW: The Japanese course at Chancellor State College is designed to build on students past learning experiences from Year 10. The experiences offered are designed around conversational topics and situations that the students might face when talking to Japanese native speakers.

COURSE OUTLINE: The course, designed to be completed over two years, is centred around topics such as:

- Family & Community
- Leisure & Recreation
- School & Post School Options
- Social Issues

ASSESSMENT TECHNIQUES: Assessment will be taken from the four key macro skills of:

- Reading
- Writing
- Listening
- Speaking

SPECIAL REQUIREMENTS: Students need to spend regular time reviewing subject matter in their own time. This will then form regular, efficient study habits. Usually homework/study will take about 15-20 mins per weeknight.

Due to the nature of the course on offer, it is recommended that students have a minimum of 'C' in Year 10 Japanese; or some previous exposure to the language.

Research & Discovery

Within this Academy you may study

MATHEMATICS

AUTHORITY SUBJECTS

MATHEMATICS A

MATHEMATICS B

MATHEMATICS C

AUTHORITY REGISTERED SUBJECTS

PRE-VOCATIONAL MATHEMATICS

Possible Careers in Mathematics:

Electrician

Quantify Surveyor

Geologist

Credit Manager

Statistician

Economist

Fitter and Turner

Surveyor

Primary School Teacher

Secondary School Teacher

Computer Operator

Tax Assessor

Architect

Industrial Chemist

Bookkeeper

Mathematician

Accountant

Bank Officer

Further Study Opportunities:

TAFE:

Certificate / Diploma:

Engineering

Pharmacy Assistant

Business Accountancy

Animal Care

Information Technology

Sports Principles

Vet Nurse

Graphic Design

Nursing

UNIVERSITIES:

Degrees

Science

Occupational Therapy

Communication

Education

Environmental Science

Public Relations

Nursing

Business Administration

Information Technology

SUBJECT

MATHEMATICS B

STATUS:**Authority Subject****CODE: SMB****COST:****NIL (if a member of the Student Resource Scheme)****COURSE OVERVIEW:**

The Mathematics B course is designed to encourage students to develop positive attitudes towards Mathematics by approaches involving exploration, investigation, application of knowledge and skills, problem solving and communication. Students will be encouraged to mathematically model, to work systematically and logically, to conjecture and reflect, and to justify and communicate with and about mathematics.

General objectives are to develop and enhance:

1. Knowledge and procedures of Maths
2. Modelling and problem solving in Maths
3. Communication and justification with Mathematics

With a range of activities varying in application, technology, initiative and complexity.

COURSE OUTLINE:

1. Introduction to functions
2. Rates of change
3. Optimisation using derivatives
4. Introduction to integration
5. Periodic functions and applications
6. Exponential and logarithmic functions
7. Applied statistical analysis

**ASSESSMENT
TECHNIQUES:**

1. Extended modelling and problem solving tasks
2. Reports
3. Written Tasks (exams etc)

SPECIAL REQUIREMENTS:

Students are expected to have a graphics calculator for their personal use throughout the year.

SUBJECT

MATHEMATICS C

STATUS:**Authority Subject****CODE: SMC****COST:****NIL (if a member of the Student Resource Scheme)****COURSE OVERVIEW:**

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

General objectives are to maximise:

1. Knowledge and procedures of Maths
4. Modelling and problem solving in Maths
5. Communication and justification with Mathematics

With a range of activities varying in application, technology, initiative and complexity.

COURSE OUTLINE:

- Introduction to groups
- Real and Complex Number Systems
- Vectors and Applications
- Structures and Patterns
- Calculus, Conics and Dynamics

**ASSESSMENT
TECHNIQUES:**

At least two tests and two assignments, with no more than six assessment items per year.

SPECIAL REQUIREMENTS:

Students are expected to have a graphics calculator for their personal use throughout the year.

Excursions will be negotiated within the 2 year program – these will incur costs.

Should be studied in conjunction with Mathematics B and Physics.

SUBJECT**PRE-VOCATIONAL MATHEMATICS**

STATUS:	Authority Registered Subject	CODE: SMP
COST:	NIL (if a member of the Student Resource Scheme)	
COURSE OVERVIEW:	The Pre-Vocational Maths course is designed to provide students with access to success in the basics of Mathematics.	
COURSE OUTLINE:	<ul style="list-style-type: none">▪ Basic Operations and Numeracy Skills▪ Measurement including Units and their Application▪ Money and Percentage▪ Calculation and Calculators	
ASSESSMENT TECHNIQUES:	At least two tests and at least two assignments, with no more than six assessment items per year.	
SPECIAL REQUIREMENTS:	<ul style="list-style-type: none">- Students will be encouraged to participate in individual work and progress at their own rate. Group work and communication are also a significant part of the program.- Excursions linked to studies will incur additional costs.	

*“To accomplish great things,
we must not only act, but also
dream,
not only plan, but also believe”*

Anatole France

Research & Discovery

Within this Academy you may study

SCIENCES

AUTHORITY SUBJECTS

PHYSICS

CHEMISTRY

BIOLOGY

MULTISTRAND SCIENCE

Possible Careers in Physics:

<i>Human Movement Instructor</i>	<i>Sound/ Plant Engineer</i>	<i>Marine Engineer/Surveyor</i>
<i>Agricultural Engineer</i>	<i>Secondary Teacher</i>	<i>Audiologist</i>
<i>Electrician</i>	<i>Radio Technician</i>	<i>Architect</i>
<i>Hydrologist</i>	<i>Biochemist</i>	<i>Ecologist</i>
<i>Mineralogist</i>	<i>Physicist</i>	<i>Pathologist</i>
<i>Dentist</i>	<i>Optometrist</i>	

Possible Careers in Chemistry:

<i>Agricultural Scientist</i>	<i>Chemical Engineer</i>	<i>Industrial Analytical</i>
<i>Dietitian</i>	<i>Microbiologist</i>	<i>Health Surveyor</i>
<i>Sugar Chemist</i>	<i>Forensic Scientist</i>	<i>Environmental Scientist</i>
<i>Chemical Laboratory</i>	<i>Botanist</i>	<i>Marine Scientist</i>
<i>Pharmacist</i>	<i>Doctor</i>	

Possible Careers in Biology:

<i>Agronomist</i>	<i>Forest Ranger</i>	<i>Veterinary Scientist</i>
<i>Soil & Water Conservationist</i>	<i>Stock & Station</i>	<i>Animal Technician</i>
<i>Rural Technician</i>	<i>Bacteriologist</i>	<i>Biologist</i>
<i>Microbiologist</i>	<i>Pharmacologist</i>	<i>Zoologist</i>
<i>Ecologist</i>	<i>Botanist</i>	<i>Oceanographer</i>
<i>General Practitioner</i>	<i>Taxidermist</i>	<i>Environmental Health</i>

Further Study Opportunities:

TAFE:

- *Certificate/Diploma:*

<i>Laboratory Techniques</i>	<i>Engineering</i>	<i>Food Processing</i>
<i>Vet Nurse</i>	<i>Pharmacy Assistant</i>	<i>Nursing</i>
<i>Health Service</i>	<i>Horticulture</i>	

UNIVERSITY:

- *Degrees*

<i>Science</i>	<i>Primary Education</i>	<i>Nursing</i>
<i>Occupational Therapies</i>	<i>Veterinary Science</i>	<i>Environmental Science</i>
<i>Education</i>	<i>Engineering</i>	<i>Food Technology</i>
<i>Medicine</i>	<i>Dentistry</i>	<i>Architecture</i>
<i>Agricultural Scientist</i>	<i>Marine Engineer</i>	<i>Bacterial Biologist</i>
<i>Doctor</i>	<i>Pharmacist</i>	<i>Forensic Scientist</i>

Secondary Teacher

SUBJECT

BIOLOGICAL SCIENCE

STATUS:**Authority Subject****CODE: BIO****COST:****NIL (if a member of the Student Resource Scheme)**

\$200 (approx) Biology camp (to meet the mandatory field studies requirements for the course) – more details during term 2, 2008

COURSE OVERVIEW:

Biological Science is the study of the natural systems of the living world. Biologists study the many different kinds of plants and animals and their interactions with their environment. They also study the internal working of animals and plants. Biological Science provides students with an understanding of the ways scientists approach the problems of the living world, and the processes of science which lead to the discovery of new knowledge.

The general objectives are to develop:

1. An Understanding of Biology
2. Investigation in Biology
3. Evaluation of Biological Issues

COURSE OUTLINE:

- The Australian environment
- Characteristics and requirements of living things
- Diversity of life
- Features of animals
- Ecosystems and environmental studies
- Effects of humans on the environment
- Physiology of animals and humans
- Cells, their structure
- Plant structure and function
- Physiology of plants
- Reproductive processes in plants and animals
- Heredity and genetics
- Evolution and natural selection
- Science and society

ASSESSMENT TECHNIQUES:

1. Extended Experiment Investigation
2. Written Tasks
3. Extended Response Tasks
4. Field Studies

SPECIAL REQUIREMENTS:

Scientific Calculator essential

This course includes a mandatory field studies unit. The cost of the camp for this field study unit and associated excursions will need to be met by the students.

SUBJECT

MULTISTRAND SCIENCE

STATUS:

AUTHORITY SUBJECT

CODE: MSS

COST:

NIL (if a member of the Student Resource Scheme)

COURSE OVERVIEW:

Multistrand Science incorporates aspects of the major areas of science and examines the relationships among science, technology and society. The subject emphasises the application of science to the problems and issues of modern society. It is designed to be part of a general education rather than a specialist preparation for further study.

NOTE:

A student who elects to study Multistrand Science may choose only ONE other Senior Science Subject. Multistrand Science and Biological Science are suitable for most students who have completed Year 10 Science.

COURSE OUTLINE:

- Clothing/Cosmetics/Footwear
- Plants – features, function and uses
- Disasters – natural and man-made
- Conservation – energy, environment, resources, waste management
- Toys – construction and theory
- Natural Resources, Mining and the Environment
- Futuristic Science
- Science of Communication
- Health Science
- Human Development and Biotechnology

This subject is a good choice for students who would like to extend some of their Year 10 Science studies into Senior, rather than specialise in one branch of Science.

It would provide excellent science background for any Senior student irrespective of career goals.

**ASSESSMENT
TECHNIQUES:**

- Field Studies
- Tests
- Language Oriented Activities
- Experimentation

SPECIAL REQUIREMENTS:

Field excursions will incur addition costs.

Research & Discovery

HEALTH AND PHYSICAL EDUCATION

AUTHORITY SUBJECTS

HEALTH EDUCATION

PHYSICAL EDUCATION

AUTHORITY REGISTERED SUBJECTS

RECREATIONAL STUDIES

Possible Careers in Health Education:

<i>Health / Hospital Administrator</i>	<i>Doctor</i>	<i>Radiologist</i>
<i>Surgical Instrument Maker</i>	<i>Dietician</i>	<i>Dentist</i>
<i>Health Education Officer</i>	<i>Registered Nurse</i>	<i>Optometrist</i>
<i>Child Health Nurse</i>	<i>Physiotherapist</i>	<i>Radiographer</i>
<i>Speech Therapist</i>	<i>Health Surveyor</i>	<i>Naturopath</i>
<i>Ambulance Officer</i>	<i>Dental Assistant</i>	<i>Enrolled Nurse</i>
<i>Ward Instructor</i>	<i>Bacteriologist</i>	

Possible Careers in Physical Education:

<i>Fitness Counsellor</i>	<i>Activities Officer</i>	<i>Recreation Officer</i>
<i>Professional Sportsperson</i>	<i>Sports Coach</i>	<i>Physical Fitness</i>
<i>Dancing Instructor</i>	<i>Masseur</i>	<i>Stunt Performer</i>
<i>Swimming Pool Attendant</i>	<i>Yoga Instructor</i>	<i>Beach Inspector</i>
<i>Physical Education Teacher</i>	<i>Radiographer</i>	<i>Physiotherapist</i>
<i>Occupational Therapist</i>	<i>Chiropractor</i>	<i>Ambulance Officer</i>
<i>Orientation & Mobility Instructor</i>	<i>Podiatrist</i>	

SUBJECT

HEALTH EDUCATION

STATUS:

Authority Subject

CODE: SHE

COST:

\$30.00 per year

COURSE OVERVIEW:

Health is a quality of life that is influenced by the interaction between individuals and their sociocultural, physical, political and economic environments. Through the study of health education students develop a belief that through their own personal actions they can achieve better health for themselves or for others. Health Education helps students solve problems and make decisions about changes needed for their own health and for the health of their community. Health Education provides an excellent foundation for future careers in health areas such as health promotion, public health administration, nursing, medicine, nutrition and dietetics, occupational health and safety, environmental health and allied health professions.

COURSE OUTLINE:

Health Education is concerned with the development of knowledge and understanding, analytical skills and attitudes and values needed to promote health and to help people reach their health potential. It includes studies of the health impacts resulting from interactions between individuals and their social and physical environments. The subject begins with an introductory module that focuses on health issues and explains the major concepts of the course which include the social view of health, the social justice framework, and health promotion as developed by the World Health Organization in Ottawa in 1986. Through a social view of health further areas studied are:

- Personal health
- Peer health
- Family health
- Community health
- Environmental health
- Health of specific populations

Health issues are studied using an inquiry approach that involves defining and exploring the issues, planning for “socially just” maintenance or change, and reflecting on the issues.

Students will be involved in a wide range of learning experiences to achieve the aims and objectives of the subject: for example, case studies, excursions, guest speakers, collection and interpretation of newspaper and magazine articles, and various forms of research including the use of computers. Through open discussion, individual activities and group activities students will use health information to solve problems and develop strategies for health change and health promotion.

ASSESSMENT TECHNIQUES:

A wide range of assessment techniques may be used including integrated presentations, research tasks, essays, non-written presentations and responses to stimuli.

SPECIAL REQUIREMENTS:

Students need to be committed to physical involvement in this course of instruction. Practical fieldwork / excursions will incur additional costs.

SUBJECT

PHYSICAL EDUCATION

STATUS:**Authority Subject****CODE: SPE****COST:****\$30.00 per year****COURSE OVERVIEW:**

Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. The course also focuses on the wider social attitudes to and understandings of physical activity.

Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers the thinking skills associated with the cognitive processes are part of the learning in Physical Education.

COURSE OUTLINE:

Students study four physical activities over the course with equal time and emphasis given to each activity. These could be selected from activities as diverse as basketball, soccer, judo, touch, snooker, badminton, canoeing, golf, speed skating, jazz ballet, artistic gymnastics. Subject matter is drawn from three focus areas which are:

- Learning physical skills related to the activities.
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- Sport, physical activity and exercise in the context of Australian society.

At least 50 per cent of timetabled time involves students engaging in physical activity. Learning experiences could include activities such as designing a training program for a team, analysing popular beliefs about physical activity and debating current sporting issues.

ASSESSMENT TECHNIQUES:

A wide range of assessment techniques will be used including physical, oral and written activities. The assessment program may include such tasks as the demonstration of skills in a particular physical activity, a research report which analyses a training program for a team, or a series of interviews focusing on strategies used in a physical activity.

SPECIAL REQUIREMENTS:

- Fieldstudies / excursions may incur additional costs.
- Possibility of early morning classes or late afternoons (on occasions)

SUBJECT RECREATION

STATUS: Authority Registered Subject **CODE: REC**

COST: \$130.00 per year

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

COURSE OUTLINE: The Recreation study-area core is a body of knowledge, concepts and skills that provides part of the framework for exploring relationships between learning in, about and through recreation activity. It allows students to recognise the benefits of recreation activities. It is progressively developed and integrated in units of work through key learning experiences.

The basis of the study-area core is:

- Recreation, you and the community — examining the effects of recreation on individuals and communities
- Physical activity and healthy lifestyle — investigating the role of physical activity in maintaining good health
- Safety, risk awareness and health concerns — evaluating strategies to promote health and safety
- Interpersonal and group dynamics — investigating personal and interpersonal skills to achieve goals.

Successful students may receive certification such as:

- Open water bronze medallion
- Senior first aid
- Level 1 (sport specific) coaching and or refereeing
- TAFE Fitness Certificates

At least 80 per cent of timetabled time involves students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that are focused on the study of the four physical activities.

ASSESSMENT TECHNIQUES: A wide range of assessment techniques will be used including physical, oral and written activities.

SPECIAL REQUIREMENTS: Possibility of early morning / or late afternoon classes.
(Costing is linked to external certification and the practical nature of the course).

Arts & Design

ART

AUTHORITY SUBJECTS

VISUAL ART

AUTHORITY REGISTERED SUBJECTS

CREATIVE ARTS

Possible Careers in Visual Art:

Advertising Artist

Art Critic

Art Teacher

Community Arts Practitioner

Desktop Publisher

Fashion Designer

Landscape Artist

Screen Printer

Stage Design

Web Page Designer

Animator

Art Dealer

Art Therapist

Computer Based Designer

Early Childhood / Primary

Film and Television

Museum Assistant

Sign Writer

Studio Artist

Architect

Art Director

Cartoonist

Curator

Teacher

Illustrator

Photographer

Special Effects Artist

Visual Consultant

Further Study Opportunities:

UNIVERSITY:

- *Degrees*

Fine Art

Commercial Art

Applied Art/Design

Website Design

Animation

SUBJECT VISUAL ART

STATUS: Authority Subject CODE: VAT

COST: \$80.00 per year

COURSE OVERVIEW: Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving.

When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

In a world of proliferating communication technologies and of increasing published, Internet-transmitted, and digitised visual information, a knowledge and understanding of how meanings are constructed and 'read' is essential in becoming a critical consumer and/or producer of images and objects, whether for leisure or work.

COURSE OUTLINE: Using the processes of researching, developing and resolving, students explore concepts through study of a range of media areas. Students are encouraged to work across the media areas such as:

- ceramics
- costume and stage design
- drawing
- electronic imaging
- environmental design
- fibre arts
- graphic design
- installation
- painting
- performance art
- photographic arts
- printmaking
- product design
- sculpture
- video and film

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a two-year course of study, students communicate their own personal style and expression through their individualised responses to concepts when they make and appraise images and/or objects.

In making artworks, students define and solve visual problems by using visual language (including visual elements, principles of composition, sign and symbolism) and contexts. This involves students in:

- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings.
- translating and interpreting ideas through media manipulation to invent images and objects.
- appraising artworks to determine and communicate meanings.

ASSESSMENT TECHNIQUES: A variety of assessment techniques will be used to judge student achievement. These include: teacher observation and student-teacher consultation in relation to art making folios and/or visual journals, focused analysis, short response writing such as objective tests, and extended writing such as essays and critiques.

SPECIAL REQUIREMENTS: Suggested Art Folio Carry Case

SUBJECT

CREATIVE ARTS

STATUS: Authority Registered Subject **CODE: CAT**

COST: \$80.00 per year

COURSE OVERVIEW: The Creative Arts are a common thread of life in all communities and are mirrors of society's aspirations. The term "Creative Arts" can embrace studies in arts, craft and multimedia - still and moving digital images, animation and sound.

Arts practitioners fulfil many roles in a community, such as maker, technician and curator. The Creative Arts program provides opportunities for students to explore these roles through active engagement with Visual Art and multimedia, and to understand the different careers available in the industry. By taking on some practitioners' roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas and feelings.

Students use their senses as a means of understanding and responding to their own and others art works. In this way, students imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativity and developing problem-solving skills. It is anticipated that this course will take advantage of aspects that our Gateway Schools involvement will generate.

COURSE OUTLINE:

- Art work practises – eg Community Arts / Crafts, Events Manager
- Art administration – work ethic, workplace Health & Safety
- Art and Design – multiple applications – eg. Digital, Fashion
- Fine Arts in manipulation of Media

(Technical aspects of visual arts and multimedia – creative and vocationally orientated).

ASSESSMENT TECHNIQUES: Assessment will take the form of production folios supported by journals and qualitatively and quantitatively assessed participation in group activities supported by journals. Test and Assignment instruments also used.

SPECIAL REQUIREMENTS: Suggested Art Folio Carry Case. Excursions / field trips may incur additional costs.

Arts & Design

DRAMA / MUSIC

AUTHORITY SUBJECTS

DRAMA

MUSIC

Possible Careers in Drama:

<i>Actor</i>	<i>Artistic Director</i>	<i>Arts Administrator</i>
<i>Child Care Worker</i>	<i>Dancer</i>	<i>Designer</i>
<i>Lighting Technician</i>	<i>Promoters</i>	<i>Director</i>
<i>Scriptwriter / Screenwriter</i>	<i>Public Relations Officer</i>	<i>Producer</i>
<i>Set/Sound/Lighting/Audio</i>	<i>Stage – Manager</i>	<i>Sound Technician</i>
<i>Visual</i>	<i>Theatre Critic</i>	<i>Voice Coach</i>
<i>Teacher (Primary/Secondary)</i>		

Possible Careers in Music:

<i>Art Administrator</i>	<i>Choir Director</i>	<i>Voice Coach</i>
<i>Composer</i>	<i>Disc Jockey</i>	<i>Multimedia</i>
<i>Entertainer</i>	<i>Instrumentalist</i>	<i>Mixer</i>
<i>Music Critic</i>	<i>Music Publisher</i>	<i>Music Sales</i>
<i>Music Software Developer</i>	<i>Musician</i>	<i>Performing Artist</i>
<i>Preschool Teacher</i>	<i>Producer/Director</i>	<i>Record Librarian</i>
<i>Recreation Officer</i>	<i>Singer</i>	<i>Songwriter</i>
<i>Sound Mixer</i>	<i>Special Education Teacher</i>	<i>Stage Manager</i>

SUBJECT MUSIC

STATUS: **Authority Subject** **CODE: MUS**

COST: **\$35.00 per year**

COURSE OVERVIEW: In a multiliterate world, music is an important literary element; music crosses all boundaries and is embedded in every aspect of our lives. The senior music course develops an understanding of musical periods, music cultures and musical elements and the uses of music as they occur in our society and creates confident musicians.

Aims / Objectives:

This course is an extension of the junior curriculum. Throughout this course students will:

- Heighten their skills as instrumentalists and vocalists
- Continue to develop music literacy
- Continue to improve their aural skills
- Analyse a range of music from various historical periods, cultures and genres.
- Enhance their skills as composers and arrangers, working within different genres and with various combinations of instruments.

COURSE OUTLINE: The senior music program is designed to be completed over 2 years. The following list of units can be rearranged and implemented according to teacher preferences and student ability.

- 20th Century Music
- Local Heroes: Music of Australia
- Jazz Music
- Music of the State
- Western Art Music
- Music of the Screen large and small
- Folk Music
- Program Music
- Music for Children
- Wide Horizons
- Contemporary Music

ASSESSMENT TECHNIQUES: Assessment tasks are both written and practical over the three dimensions of music: composing, listening and performing. Assessment includes:

- Solo and ensemble performance
- Composition
- Aural skills
- Aural and visual analysis exams
- Research assignment

SPECIAL REQUIREMENTS: Students are encouraged to be involved in a least one extra or co-curricular music ensemble which will perform publicly at school events.

At least a 'C+' Level of Achievement in Year 10 Music and a 'C' in any Year 10 English or an interview with the Head of Department providing documents outlining practical and theory skills achieved in external music tuition.

Business & Enterprise

BUSINESS STUDIES

AUTHORITY SUBJECTS

ACCOUNTING

BUSINESS COMMUNICATIONS & TECHNOLOGY

LEGAL STUDIES

VOCATIONAL EDUCATIONAL & TRAINING

CERTIFICATE II IN BUSINESS (offered in partnership with Sunshine Coast Institute of TAFE).

Possible Careers in Business Studies:

Actuary

Auditor

Business Education

Chartered Accountant

Company Secretary

Legal Secretary

Justice Administrator

Office Administrator

Police Officer

Small Business

Tax Consultant

Articled Clerk

Bank Officer

Teacher

Chartered Secretary

Data Processing

Insurance Agent

Management Consultant

Pay Officer

Real Estate Agent

Owner / Operator

Teacher Aide

Auctioneer

Barrister

Business Executive

Clerk of Works

Operator

Journalist

Marketing Consultant

Personal Stenographer

Receptionist

Solicitor

Travel Agent

SUBJECT BUSINESS COMMUNICATIONS & TECHNOLOGY



STATUS: Authority Subject
BSB20101 Certificate II in Business

CODE: BCT

COST: \$20.00 per year

COURSE OVERVIEW:

In the ever-changing world in which businesses and government agencies operate, it is important that students entering the workplace acquire the knowledge, reasoning processes, skills and attitudes necessary for efficient and effective functioning in a variety of business contexts, both local and global.

Business Communication and Technologies is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment and to use a range of business information and technologies appropriate to both the private and public administration sectors. Such skills are of fundamental importance in attaining a knowledge of business, in understanding private and public administration concepts, in analysing and evaluating recommendations in a range of business-related situations and in handling a variety of business transactions. They are also critical to developing the effective work team, personal and interpersonal communication skills essential for good staff and customer relations and, ultimately, the successful operation of a business.

This syllabus is one of a number of Board syllabuses which explicitly combine general and vocational education components. In Business Communication and Technologies, students are provided with the opportunity to gain vocational competencies at AQF Level 2 which contribute towards Certificate II in Business (Office Administration).

COURSE OUTLINE:

Each semester focuses on a particular industry area and it is within this business context that both general and vocational units are studied.

Topics Studied:

- Business environments
- Workplace safety
- Industrial Relations
- Managing Workplace Information
- International business
- Business meetings
- Business communication
- Organisational skills
- Workteam communication
- Computer operations
 - Computer environments
 - Word processing routine
 - Word processing advanced
 - Spreadsheets
 - Data base
 - Financial records
 - Petty cash
 - Banking procedures
 - Financial documents
 - Bank reconciliation

Competencies:

- BSBCMN202A Organise and complete daily work activities
- BSBCMN203A Communicate in the workplace
- BSBCMN204A Work effectively with others
- BSBCMN205A Use business technology
- BSBCMN206A Process and maintain workplace information
- BSBCMN207A Prepare and process financial/business documents
- BSBCMN211A Participate in workplace safety procedures
- BSBCMN213A Produce simple word processed documents
- BSBCMN214A Create and use simple spreadsheets
- BSBCMN215A Participate in environmental work practices
- BSBADM304A Design and develop text documents
- BSBADM306A Create electronic presentations

ASSESSMENT TECHNIQUES:

Students are assessed on:

- Their knowledge and understanding of major facts, concepts, key ideas and principles associated with the business environment.
- Their ability to use reasoning processes in analysing and evaluating alternative ideas, proposals or solutions to problems in a range of business-related situations
- Their ability to complete a variety of tasks using appropriate technologies and presentation skills, and to record business procedures.

A wide range of assessment techniques is used including objective and short response items, structured and open-ended response items, response to stimulus materials, research and project work, oral presentations and the procedural applications associated with the recording of business procedures and financial transactions.

SPECIAL REQUIREMENTS:

Excursions may be negotiated within the 2 year program which will incur additional costs.

SUBJECT

LEGAL STUDIES

STATUS:**Authority Subject****CODE: LEG****COST:****\$20.00 per year****COURSE OVERVIEW:**

Legal studies is a course of study which aims at promoting in students a general understanding of legal principles and an informed appreciation of our legal system. Law affects every member of society and, as such, students need to be aware of the significance of the law as a major contributor to society's structure, functions and operations.

It is hoped that through this course of study, students will recognise that certain situations that arise in their everyday lives, have legal implications that affect their rights and obligations as community members.

This course is not intended as a prerequisite for entry to tertiary law, however, students undertaking Legal Studies will find they will develop competencies, skills, processes, attitudes and values which will be beneficial to tertiary studies.

COURSE OUTLINE:

1. The Legal System – How does the organisation of the legal system meet society's requirements?
2. Crime and Society – What is crime? How should society and the criminal justice system respond to it?
3. Civil obligations – How does civil law impact on citizens in a society?
 - Agreements
 - Civil wrongs (torts)
4. You, the Law and Society. A choice of at least two of the following:
 - Renting and buying – How does the law regulate the buying, selling and renting of real property and what rights and obligations exist for the parties involved?
 - Family – How does the law recognise and regulate family relationships?
 - Jobs – How does the legal system regulate the rights and responsibilities of parties involved in the provision and receipt of services?
 - Sport – How does the legal system impact on sport?
 - Environment – How does the law impact on the environment?
 - Consumers – How does the law regulate consumer transactions?
 - Technology – How does the law keep pace with technological developments?
 - Rights and Responsibilities – Does the legal system properly balance the rights and responsibilities of individuals and the community?
 - Independent study – Students must complete one independent study
 - Overview – What is, or should be, the role of law in society?

ASSESSMENT TECHNIQUES:

A wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course will include:

- Factual knowledge and understanding of the legal system
- Investigation of legal issues encountered in society
- Evaluation of the social relevance or justification of legal outcomes
- Communication of ideas and information

Assessment techniques used often include short-answer tests, essays, assignments, practical exercises, real or simulated problem solving, seminar and media presentations, as well as reports on field experiences.

SPECIAL REQUIREMENTS:

Additional costs will be incurred for excursions (eg court house visits).

SUBJECT

CERTIFICATE II IN BUSINESS



STATUS: Vocational Education & Training **CODE: BUS**

Qualification: BSB20101 Certificate II in Business (R.T.O. Sunshine Coast Institute to TAFE)

COST: \$20.00 per year

COURSE OVERVIEW: Effectively participating in a business environment is the focus of this course. Students gain a working knowledge of the world of business, essential computing skills and an awareness of the importance associated with accurate completion of business related tasks. Skills in teamwork, problem solving and interpersonal skills essential to good staff and customer relations are studied.

The Certificate II in Business course is a Vocational Education and Training elective and therefore cannot be used to calculate an Op at the completion of Year 12.

COURSE OUTLINE: Twelve units of competency are delivered throughout the two year duration of this course. Upon reaching competency in each of these twelve units students receive a Certificate II in Business issued by TAFE.

- BSBCMN211A Participate in Workplace Safety Procedures
- BSBCMN202A Organise and complete daily work activities
- BSBCMN203A Communicate in the workplace
- BSBCMN204A Work effectively with others
- BSBCMN205A Use business technology
- BSBCMN206A Process and maintain workplace information
- BSBCMN207A Prepare and process financial/business documents
- BSBCMN213A Produce Simple Word processed Documents
- BSBCMN214A Create and Use Simple Spreadsheets
- BSBCMN215A Participate in Environmental Work Practices
- BSBADM304A Design and Develop Text Documents
- BSBADM306A Create Electronic Presentations

ASSESSMENT TECHNIQUES: The emphasis in this subject is on completing tasks in a competent manner. Assessment will be delivered using a variety of techniques:

- Written and Practical tasks
- Computing Tasks
- Demonstrations observed by the teacher
- Non-written presentations
- Folio of Collected Evidence of Competency

- Students must achieve competency at every task in order to be issued with a full certificate at the completion of this course. This certificate is issued by TAFE

SPECIAL REQUIREMENTS: Additional costs will be incurred for excursions

Business & Enterprise

HOSPITALITY

VOCATIONAL EDUCATIONAL & TRAINING

CERTIFICATE III IN HOSPITALITY (Offered in partnership with Sunshine Coast Institute of TAFE)

Possible Careers in Hospitality Studies:

Housekeeping Supervisor

Restaurant Supervisor

Account Clerk

Shift Supervisor

Functions/Catering Supervisor

Concierge

Guest Service Agent

Food & Beverage Supervisor

Purchasing Officer

Bar or Bistro Supervisor

SUBJECT CERTIFICATE III IN HOSPITALITY



STATUS: Vocational Education & Training **CODE:** HOS

Qualification THH21802 Certificate III in Hospitality (Operations) (RTO Sunshine Coast Institute of TAFE)

COST: \$80

COURSE OVERVIEW: A program of study in Certificate III in Hospitality assists students to develop:

- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular.
- a responsible attitude toward the safety, health and well-being of self and others in work-related situations.
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats.
- the skills associated with team work, cooperative planning, problem solving and decision making.
- empathy with and understanding of social justice issues and cultural diversity as related to the hospitality industry.
- an awareness of ethical and responsible attitudes in the work environment.

COURSE OUTLINE: Year 11 Certificate II in Hospitality (Operations) The course is conducted in partnership with Sunshine Coast TAFE:

Competencies included in Yr 11:

- THHCOR01B Work with colleagues and customers
- THHCOR02B Work in a socially diverse environment
- THHCOR03B Follow health, safety and security procedures
- THHGCS01B Develop and update local knowledge
- THHBFB11B Develop and update Food and Beverage Knowledge
- ** THHBFB02B Provide a link between kitchen and service areas
- THHBFB12A Prepare and serve espresso coffee
- THHBFB10B Prepare and serve non-alcoholic beverages
- ** THHGHS03B Provide First Aid

Year 12 Certificate III in Hospitality :

Competencies included in Yr 12:

- THHBFB00B Clean and tidy bar areas
- THHBFB01B Operate a bar
- THHBFB09B Provide responsible service of alcohol
- THHGFA01B Process financial transactions
- THHGGA01B Communicate on the phone
- THHGCS02B Promote products and services to customers
- THHGCS03B Deal with conflict situations
- THHGTR01B Coach others in job skills

** subject to TAFE planning

Work placement will required during this course because it is necessary for industry recognition of training delivered in this manner and it provides opportunities for students to become confident and capable in applying off-the-job knowledge and skills to workplace standards.

ASSESSMENT TECHNIQUES: The course of study area includes assessment in practical skills and application (practical cookery tasks), a group functions, a knowledge tests.

SPECIAL REQUIREMENTS:

- For practical food preparation, students will be required to supply cookery requirements (ingredients)
- Outside industry specialist providers may incur additional costs
- Hair covering – chef's hat / bandana and Chef's jacket available from School Uniform Shop

Technology & Innovation

TECHNOLOGY & INNOVATION

AUTHORITY SUBJECTS

GRAPHICS

TECHNOLOGY STUDIES

IPT

ITS

AUTHORITY REGISTERED SUBJECTS

INDUSTRIAL TECHNOLOGY

VOCATIONAL EDUCATION & TRAINING

CERTIFICATE III IN INFORMATION TECHNOLOGY – A GATEWAY OFFERING

Possible Careers in Graphics:

Graphic Designer
Teaching
Town Planning

Architect
Built Environment
Surveyor

Engineer
Industrial

Possible Careers in Technology Studies:

Architecture
Built Environment

Engineering
Industrial Designer

Teaching

Possible Careers in Information Technology:

Systems Analyst
Computer Engineer
Multi-media Developer
Architect

Network Administrator
Digital Publishing
Town Planning
Engineer

Web Design
Animator
Draftsman
Educator

Possible Careers in Industry Technology:

Panel Beating
Aircraft Trades
Mechanical Fitting
Tool Making

Plumbing
Boiler Maker / Welder
Moulding
Building

Air Conditioning
Sheet Metal
Motor Mechanics
Cabinetmaker

SUBJECT GRAPHICS

STATUS: **Authority Subject** **CODE: GPH**

COST: **\$25.00 per year**

COURSE OVERVIEW: Graphics involves the study of visual communication as a structured discipline. As a vehicle for communication its application is global and is used to enhance clarity and precision of meaning across technical, social and cultural boundaries. The course provides the opportunity for the students to read, analyse, interpret, evaluate and produce drawings, signs and symbols across a range of real world contexts. The study of Graphics contributes significantly to the communication, analytical and problem solving skills of students.

COURSE OUTLINE: **FOUNDATION STUDIES:**
Introduces the students to the necessary conceptual and manipulation skills that will be necessary for the course. The delivery is integrated throughout the course in support of the contextual units being investigated.

PRODUCT DESIGN:
Focuses on the graphical representation of products (tools, implements, containers, instruments, gadgets) and is realised as a set of drawings and instructions that may ultimately result in manufacture.

BUSINESS GRAPHICS:
Focuses on paper-based media. The unit explores aspects of design, consultation, research, production, presentation and reproduction as they pertain to corporate identity and promotion of a service or product.

BUILT ENVIRONMENT:
The unit allows the student to explore stages in the development of a residential dwelling or small commercial/industrial complex. The student will present detailed sketches and drawings which encompass a broad range of outcomes for a range of audiences.

ASSESSMENT TECHNIQUES: Three formal tests are conducted and a research project in each contextual unit in both year 11 and 12. The work completed in year 11 is formative and provides feedback on the students progress. Year 12 assessment is Summative in nature and contributes directly to their Exit Certificate. Students' class work and homework is assessed to provide feedback on their knowledge, understanding and skill.

SPECIAL REQUIREMENTS: **ADDITIONAL RESOURCES:**
Students are required to supply their own drafting equipment. A user pays fee will apply for drafting paper, tracing paper, colour and laser printing, rendering media and other consumable items. A drawing board and t-square or equivalent will be necessary for home use.

ADDITIONAL INFORMATION:
Students will be using a Computer Aided Drafting (CAD) system and manual drafting techniques for production throughout the course of study.

SUBJECT

TECHNOLOGY STUDIES

STATUS:**Authority Subject****CODE: TST****COST:****\$60.00 per year****COURSE OVERVIEW:**

Technology Studies involves the students in the investigation of resources and constraints while engaged in the designing, making and appraising of a solution to a human need or problem. The aim of Technology Studies is to develop an inquiring mind which encompasses flexible and critical thinking when considering a situation and the impact that various design outcomes will have within a societal context. Students will develop skills in designing, prototyping, manufacturing and evaluating a range of products.

COURSE OUTLINE:

DESIGN PROCESS: Requires students to respond to a human need or problem through the processes of designing, making and appraising.

SAFETY: Introduces the students to The Workplace Health and Safety Act of Queensland and those regulations which directly affect them in the classroom/workshop situation. Highlights the importance safety considerations play in the design process and the responsibility the designer has in this regard.

MATERIALS: Students will investigate, evaluate and work with a range of natural and synthetic materials and gain knowledge of their classification, characteristics, industrial processes and applications, and products and by-products.

TOOLS: Students will work with a range of tools and gain knowledge of their identification, application and safe use.

PROCESSES: Students will develop skills in processing materials and gain knowledge of their forming, separating, combining, conditioning and finishing.

SYSTEMS: Students will gain knowledge of systems and their application. Topics cover the principals, types, control and the organisation of systems. They are then able to employ a range of manufacturing construction, structural, and control systems.

ASSESSMENT TECHNIQUES:

YEAR 11: The students complete four design tasks, for each one they are required to develop and present a design folio, construct prototypes, and make and evaluate products. Each successive design folio should improve in depth of research and quality of presentation. A 500-750 word research report is also completed in year 11.

YEAR 12: The students have one minor design and one major design task to complete, an integral part of which is a 750-1000 word related research report. The students knowledge, understanding and reasoning skills are assessed through two objective tests in each year level. All Year 12 assessment contributes directly to the student Exit Certificate.

SPECIAL REQUIREMENTS:

ADDITIONAL RESOURCES: Students are required to supply their own safety glasses, ear muffs, apron, hair nets, Graphics equipment and stationery. A user pays fee will apply for consumable items. The major design task has a moderate cost limitation applied to it, which allows the student to satisfy the course requirements. Design projects may exceed the allocation but all additional costs are met by the student.

ADDITIONAL INFORMATION: Students are expected to word process their reports and design folios and produce some working drawings using a CAD system. Students will be using vertical panel, docking and portable circular saws in the preparation of materials and gas metal arc and oxygen/acetylene welding equipment in project work. The risks associated with this equipment are very high therefore safe conduct within the Workshop environment is mandatory.

SUBJECT

INDUSTRIAL TECHNOLOGY

STATUS: Authority Registered Subject **CODE:** IDT

COST: \$80.00 per year

COURSE OVERVIEW:

Industrial Technology is designed to provide young people with the opportunity to undertake a broad-based project centred course as an integral part of their senior course of study. The course provides opportunities to develop knowledge and skills for Industrial, Domestic and Recreational environments. Industrial Technology provides students with work, life and leisure skills that incorporate safe practices and technological processes through the production of practical outcomes using a wide range of materials.

The course does not assess or report on industry competency and will not have direct credit transfer to future industry training. Students may be eligible to claim recognition of prior learning (RPL) in some skill streams as a result of this course.

COURSE OUTLINE:

The course focuses on developing an understanding of safety and demonstration of safe workshop practices through the application of technological processes. The delivery of the course is project based with the projects providing a balance between aspects of the three units listed below.

- Industrial Fabrication, Machining, Production Processes
- Domestic Built Environment (indoor, outdoor), Furniture, Surface Finishing, Low Voltage Systems, Basic Mechanics, Portable Power Tools
- Recreational Model Making, Boat Building, Fishing Equipment, Skate Boarding, Jewellery, Art/Craft, Vehicle and Small Engine Maintenance.

ASSESSMENT TECHNIQUES:

Presentation of practical tasks, Theory tests, Practical tests, Workshop observations (eg safety), completion of workbooks and written tasks.

SPECIAL REQUIREMENTS:

ADDITIONAL RESOURCES:

Students are required to supply their own safety glasses, ear muffs, apron, hair nets and stationery. A user pays fee will apply for consumable items.

ADDITIONAL INFORMATION:

Students will be using vertical panel, docking and portable circular saws in the preparation of materials and gas metal arc and oxygen/acetylene welding equipment in project work.

The risks associated with this equipment are very high therefore safe conduct within the Workshop environment is mandatory.

SUBJECT

INFORMATION TECHNOLOGY SYSTEMS

**STATUS:****Authority Subject**

ICA20105 Certificate II Information Technology

CODE: ITS**COST:****\$30.00 per year****COURSE OVERVIEW:**

Information Technology Systems seeks to prepare students to meet the rapid change of technology in society and the workforce and be responsive to emerging technologies and trends, as well as understand specialist and technical aspects of the area. It also provides students with the opportunity to develop skills for related areas of employment seeking qualified information technology workers. It offers students the chance to achieve a Certificate II in Information technology.

In their studies, students will collect, analyse and organise information in various forms, and plan and organise research and investigations. Individually and in groups, they will solve problems associated with the topics outlined below. They will be involved in the communication of ideas, information and results in a number of formats, and use mathematics and technology in solving problems.

COURSE OUTLINE:

Information Technology Systems includes the following topics in the contexts of Game Design and development and Multimedia:

- ICAU1128A Operate a personal computer
- BSNCMN106A Follow workplace safety procedures
- ICAD2012A Design organisational documents using computing packages
- ICAU2005A Operate computer hardware
- ICAU2006A Operate computing packages
- ICAU2013A Integrate commercial computing packages
- ICAU2231A Use a computer operating system
- ICAW2001A Work effectively in an IT environment
- ICAW2002A Communicate in the workplace
- ICAU3019A Migrate to new technology
- ICAD3218A Create user documentation ICTCC330A Manage customer relationships
- ICAU3028A Customise packaged software applications for clients
- ICAB3018A Develop macros and templates for clients using standard products

ASSESSMENT TECHNIQUES:

Students assessment will be in the form of:

- Written exams
- Writing tasks and practical exercises
- Assignments and projects
- Reports and presentations

SPECIAL REQUIREMENTS:

ITS has a demanding and constant workload of homework. Homework will take the form of practical exercises and project work. A computer at home, while useful, is not necessary as out of class time access is available.

SUBJECT INFORMATION PROCESSING & TECHNOLOGY

STATUS: Authority Subject **CODE:** IPT

COST: **\$30.00 per year**
(user pay costs will vary if Virtual Schooling alternative applies)

COURSE OVERVIEW: Information technology refers to the creation, manipulation, storage, retrieval and communication of information, and to the range of technological devices and systems used to perform these functions. The course includes many aspects of modern human life and finds itself drawing upon and being applied to diverse fields of study. The emphasis is on software development rather than the use of application packages.

In studying information processing and technology, students investigate the nature of, and methods associated with, information processing and related technologies, using a computer as a primary tool. Students are exposed to a variety of intellectual challenges involving formal approaches to problem identification and solution while developing a range of practical skills. Consequently, the study of this course contributes in a significant way to students' general education irrespective of whether they intend proceeding to further studies or employment in information technology.

Students not only acquire and apply knowledge associated with information processing and technology, but also develop skills in analysis, synthesis, evaluation and effective communication.

COURSE OUTLINE: Information Processing and Technology has the following topics:

- **Social and ethical issues** encourages students to develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide. To make valid judgments about social and ethical issues, students should be able to collect information from a variety of sources, analyse it and use it as a basis to form opinions.
- **Human computer interaction** makes students aware that we are surrounded by many interfaces to technological systems that affect how people come to understand the workings of information and communication technology systems and the ways they communicate with these systems.
- **Information and intelligent systems** introduces a formal model to describe the architecture of information and intelligent systems, presents a methodology for the development of these systems, and allows students to implement these to produce working information and intelligent systems. The emphasis placed on the design and implementation of information and intelligent systems requires that good speaking, listening and writing skills be developed.
- **Software and system engineering** involves the study of software development and computer systems. Students will gain some expertise and skills in the design, development and evaluation of computer programs that solve practical problems. Students will also gain knowledge of computer systems architecture and operating systems.

ASSESSMENT TECHNIQUES: Students assessment will be in the form of:

- Written exam each semester
- Written and Oral tasks throughout the course
- Programming assignments and projects

SPECIAL REQUIREMENTS:

- Suggested prerequisite High Level of Achievement in Maths B Strand and a High Level of Achievement for English Year 10.
- A computer at home, while useful, is not necessary as out of class-time access will be available.

SUBJECT WEIGHTS TABLE FOR USE IN YEAR 12 IN 2009

This table is for use by students completing (Qld) Year 12 in 2009

Syllabus	Field A	Field B	Field C	Field D	Field E	Year
Accounting	3	3	5	4	2	2003
Ancient History	5	4	2	Na	2	2004
Biology	4	3	5	3	3	2004
Business Communication & Technologies	3	4	4	2	3	2002
Chemistry	4	3	5	5	3	2007
Drama	4	3	2	Na	5	2007
Economics	5	5	5	3	2	2004
English	5	3	1	Na	4	2002
Geography	5	5	4	2	3	2007
Graphics	2	3	5	4	4	2007
Health Education	5	3	3	2	2	2004
Information Processing & Technology	3	3	4	4	3	2004
Information Technology Systems	4	3	5	3	4	2006
Japanese	1	5	1	Na	4	2001
Legal Studies	5	5	3	Na	2	2007
Mathematics A	1	2	5	5	1	2001
Mathematics B	1	1	5	5	1	2001
Mathematics C	1	1	5	5	1	2001
Modern History	5	4	2	Na	2	2004
Multi-Strand Science	2	3	5	3	3	1998
Music	3	2	2	2	5	2004
Physical Education	4	3	3	2	5	2004
Physics	4	3	5	5	3	2007
Technology Studies	4	3	4	3	4	2007
Visual Art	3	2	2	Na	5	2007

Explanation of Terms

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

- **Advanced standing** refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held.
- **Articulation** is the process used to progress from one level of qualification to another.
- The **Australian Qualifications Framework (AQF)** shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.
- **Authority Subjects** are those which follow a Queensland Studies Authority (QSA) approved syllabus. The school Work Program for this type of subject is accredited by the QSA, and results are moderated and supervised by QSA panels for each subject. Authority Subjects are the ones considered in compiling a student's Overall Position (OP) which is the ranking used to determine tertiary entrance.
- **Authority Registered Subjects** are either
 - a subject devised from a study area specification (SAS) for which a school study plan is accredited, or
 - a subject developed by a school, for which a school's work program is accredited eg Industrial Skills.

These subjects include Vocational Training Programs where students are able to achieve Certificate 1 or 2 from a Nationally Endorsed Industry Training Package. These subjects tend to place more emphasis on practical skills and knowledge and can develop specific skills relevant to employment. They may also serve as a useful introduction to many TAFE courses. Results in these subjects are not included in the calculation of OP's and FP's.

- **Competencies** are the knowledge and skills a person must have to do a specific job or to gain a specific AQF qualification.
- **Credit transfer** recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in a Board subject or SAS may attract credit towards study in a TAFE qualification.
- **Field Positions (FP's)** rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FP's are used for tertiary entrance only when there is a need to select students from within the same OP band.
- **Other Subjects** are subjects that are taught externally to the school or within the school by an external agency and for which the result is awarded by an agency other than the QSA, eg Australian Music Examinations Board (AMEB). The QSA approves the inclusion of the external agencies' subjects on the Qld Certificate of Education; these include any TAFE Units.

- **Overall Position (OP)** indicates students' rank order position in the state reported in bands from 1 (highest) to 25. See your guidance officer or school counsellor for details of eligibility rules for an OP.
- **Prerequisite** – a subject or qualification required for eligibility for entry to a particular course of study or employment.
- **Queensland Core Skills (QCS) Test** is conducted over two days in third term for Year 12 students. To be eligible for an OP and FP's you must sit the QCS Test. If you are not eligible for an OP or FP's the test is voluntary. For students not eligible for an OP, sitting for the test may improve your Selection Rank.
- **Queensland Tertiary Admissions Centre Ltd (QTAC)** acts on behalf of universities and TAFE institutes to publish course information and requirements, to provide application materials and to receive and process applications.
- **Recognition of prior learning (RPL)** is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.
- **Recommended (or desirable) subjects** are not essential, but are likely to make future courses easier to understand and increase chances of success.
- **Selection ranks** are calculated for tertiary applicants who are not school leavers or are Senior students not eligible for an OP. For Senior students who are not eligible for an OP the Selection rank is determined by achievements recorded on the Senior Certificate, The Queensland Core Skills Test and other criteria.
- **Levels of Achievement** - in Senior, students will be reported on a 5 point scale – VHA (Very High Achievement), HA (High Achievement), SA (Sound Achievement), LA (Limited Achievement), VLA (Very Limited Achievement).

