Dear Parents/Caregivers and Students

Senior Secondary caters for students in the final phase of their education and is focussed upon students choosing a pathway which will allow them to exit school with qualifications which will set themselves up for their preferred future. Year 10 students are in the compulsory education stage where they remain until they turn 16 years of age or finish year 10. This is followed by the compulsory participation stage beyond year 10 where students are required to participate in education and training for a further two years or:

- Until they have gained a Queensland Certificate of Education; or
- Until they have gained a Certificate III vocational qualification; or
- Until they turn 17.

Alternatively, after completing their compulsory schooling, young people are able to enter the workforce, as long as they are in paid work for at least 25 hours a week. The reality is that almost all students elect to remain at school to complete year 12.

At Woodcrest State College, we offer quality educational programs which allows an integrated three year course of study for students in the senior phase of their education, offering students a rich array of pathways to qualify for their Queensland Certificate of Education upon exit from year 12.

In the foundation stage (year 10), we build on the rich and challenging Junior Secondary curriculum to provide students with a firm foundation before progression to senior years 11 and 12 subjects and vocational programs. The Australian Curriculum underpins our year 10 foundation studies in English, Mathematics, Science, History, Geography and Physical Education. Students may also choose one elective subject for each semester of the year and also choose either Manual Arts or Hospitality for one semester.

The years 11 and 12 curriculum program is geared towards students choosing either a Tertiary or Vocational pathway which will lead them to their chosen career. Within each pathway, students will choose from OP (Authority) subjects, Authority Registered subjects, school based VET certificates, VET certificates delivered by TAFE or other external registered training organisations or engagement in school based apprenticeships or traineeships. It is expected that all students will choose an educational program which will enable them to attain a Queensland Certificate of Education upon completion of year 12. In addition, many students will exit with an OP and/or nationally recognised vocational certificates. In term 3 of Year 10, students will articulate their educational goals in a Senior Education and Training (SET) Plan and during their journey to completion of year 12, they will regularly reflect upon their progress and review and revise their SET plan as their needs change.

While students have multiple pathways from which to choose, one factor is common to every pathway. Reward does not come without effort. To that end, we expect our students in the senior phase of education to adhere to the principles of our TRIPLE C SuCCEss Plan:

- **comply** with college expectations of behaviour and engagement built around the four pillars of respect:
  - Respect Yourself
  - Respect Others
  - Respect Learning
  - Respect the Environment
- **commit** to attending school every day and developing a pathway to achieve career goals
- **complete** all schoolwork, competencies and assessment tasks to gain their QCE and other recognised qualifications

The senior secondary years of schooling are the most exciting, the most challenging and at the same time, the most rewarding that students can undertake. However, it is essential that students choose the pathway in which they will be successful and which will lead them to their chosen career pathway beyond school. I strongly encourage students to seek the advice of their teachers, Heads of Department and Guidance Counsellors in making sure that their chosen course of study aligns with their individual needs, interests and abilities. It is also anticipated that parents will have significant involvement in development of their student’s SET Plan.

I wish students every success in their senior studies at Woodcrest State College and in successfully transitioning to their chosen educational, training or workforce pathway beyond school.

Dallas Miller
Principal, Secondary School
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1. Planning Your Three Year Senior Secondary Pathway

This booklet is designed for students and parents. It contains important information and advice that should be considered carefully before making subject and pathway choices for Years 10, 11 and 12.

The senior secondary phase of education is centred around pathways for students. At Woodcrest State College, we expect that all students will complete year 12 and attain their Queensland Certificate of Education and other qualifications which will assist them with a successful transition to further education, training or workforce options after year 12.

Our *Triple C SuCCCess Plan* underpins our goal of *Every Student SuCCCeeding*.

Year 10 is a foundation year for senior studies and the curriculum is designed to assist students both successfully transition from Junior Secondary and also to prepare them for years 11 and 12 studies. English, Mathematics, Science, History and Physical Education continue to be mandatory studies in year 10 as part of the National Curriculum but students also start to access a wide range of vocational and practical subjects. In Year 10, students develop a Senior Education and Training Plan; their personal plan for a senior pathway which will set them up for success beyond school.
Before selecting subjects, parents and students need to consider the appropriate educational pathway to follow. There are two key pathway options offered at Woodcrest. Students may choose to follow a:

- **Tertiary pathway** which leads to an OP score or Selection Rank for University entry, or a
- **Vocational pathway** directed at gaining entry to TAFE, apprenticeships or traineeships or direct entry to the workforce.

There are multiple pathways to university and TAFE so it is important that students research their career choices and seek accurate information about their options from those most qualified to give advice. The School Guidance Officer is the key careers adviser to students at school.

### Senior School Pathways to SuCCcess

#### Tertiary Pathway

- *At least 5 Authority Subjects*
- *May include 1 onsite VET*
- *Sit the Queensland Core Skills Test in Year 12*

- *University entrance by OP*
- *TAFE*
- *Workforce*

#### Vocational Pathway

- *Mix of Authority/SAS Subjects*
- *Onsite VET certificates*
- *Offsite SATs, TAFE Schools Programs or WestEC*

- *University Entrance by Rank*
- *Direct entry to TAFE*
- *Apprenticeship /Traineeship*
- *Workforce*

### Changes to Senior Studies

Please note that significant changes come into effect with the year 11 and 12 curriculum in 2019. The changes include:

- All new year 11 and 12 subjects
- Changes to assessment including external exams in some subjects
- A complete change in the way in which tertiary entrance is calculated; the OP system will be replaced by the ATAR system
- Removal of the Queensland Core Skills (QCS) test
- Some minor changes to the Queensland Certificate of Education

Information will be provided to year 10 students and their parents during 2018. More detailed information can be accessed through the QCAA website [https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te](https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te)
2. Subject Options

Advice on Selecting Appropriate Subjects
At Woodcrest State College, we understand how crucial it is for each student to make the best decisions in selecting senior subjects. Students should choose subjects which:

- they enjoy
- they have experienced past success
- may lead to their preferred career paths
- optimise opportunities to reach their potential
- are pre-requisites for their preferred tertiary studies.

Information, knowledge and understanding to assist with subject selection, is needed at the following junctures:

1. Transition from Junior to Senior Secondary:
In the second half of year 9, students are addressed by the various Heads of Department in regards to the subject electives available in year 10. The Year 10 curriculum is relatively fixed with students only required to choose one elective subject each semester and also to make a preference for one semester of Manual Arts or Home Economics.

2. Senior Pathways to SuCCeSS
Student receive detailed information about Senior Pathways throughout the first half or Year 10. Early in term three, each student along with their parent/guardian meets with the student’s SuCCeSS Coach to consider the student’s proposed pathway and subject options. Students firstly chose their pathway and then within the pathway, they select their subject preferences.

Prior to the meeting, the student details their reflections, goals, pathway and preferred subjects, further study options after year 12 and career options in a formalised plan called their Senior Education and Training Plan (SET Plan). Should the student’s preferred pathway and/or subject selections be deemed not a good match for their demonstrated skills and attainment, then further consultation will follow senior staff which might include Heads of Department, Year Level Coordinator, Guidance Officer or Deputy Principal.

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

- As far as it is possible, all students’ choices will be facilitated provided the initial subject selection form is completed accurately and handed in on time. Changes to the original subject selection in Year 10 and 11 will be accepted prior to the start of the school year provided that they can be accommodated within the staffing and timetabling framework. Any such request must be in writing and signed by parent/guardian.
- Changes to subjects throughout Years 11 and 12 will only be effected in the first and last 2 weeks of each semester unless there are substantial reasons presented to do otherwise. The changes, if approved, will take effect at the start of the next semester.
- Any student wishing to request a subject change must complete the relevant form available from the Guidance Officer. The procedure listed on the form must be followed carefully.
- No changes to subjects will take place unless there are vacancies to accommodate such requests.
- Students must have demonstrated a genuine effort to achieve in the subject they wish to change as a pre-requisite to any mid-course subject change, including the completion of all assessment work. This will be the case particularly when changing the subject may affect the viability of the whole class.
- The expected number of subjects for each student in senior secondary in Years 10 - 12 is 6 subjects. In some cases of special consideration, students may be permitted to take only 5 subjects. Special Consideration may include:
  - Medical or other serious reasons, confirmed by appropriate documentation from a medical practitioner or other appropriate person
  - Enrolment in a SAT, TAFE, study at other institutions, structured work placements
  - At all times, years 11 and 12 students must meet remain eligible to attain their Queensland Certificate of Education by the end of Year 12. This places some restrictions on how many subjects they may change.
Students in senior secondary generally study six subjects per year.

**Year 10 Foundation Subjects**
These subjects are designed to prepare students for broad access to the years 11 and 12 curriculum. Some regrouping of students may occur in English, Maths and Science classes during the year as students focus their preparation for Authority, Authority Registered or Vocational studies in year 11.

**Core subjects**
- English, Mathematics and Science for the full year.
- History and HPE for one semester each;
- Geography for one semester in rotation with a one semester student choice of either Manual Arts or Home Economics

**Elective Subjects**
- One elective subject in each semester is chosen from the available list which may include subject options from the Arts, IT, Industrial Technology or Business

**Years 11 and 12 Senior Studies**
Students choose from a list of available subjects best suited to their individual needs, interests and abilities and aligned to their chosen pathway. All subjects are completed over two years where students accumulate credits for completed semesters towards their Queensland Certificate of Education.

Mathematics and English are mandatory studies in years 11 and 12 but students may choose different levels of these subjects. Tertiary Pathway students will study English and either Mathematics A or Mathematics B. Vocational Pathway students will generally study English Communication and Prevocational Mathematics but may apply to study the higher levels of English and/or Mathematics A if they have proven achievement in the subject in year 10 and it is needed for their career goals.

In selecting subjects for their chosen pathway, students should be aware of the three different types of subjects:

1. **Authority Subjects** are based on syllabuses issued and approved by the Queensland Curriculum and Assessment Authority. Authority subjects are used in the calculation of the Overall Position (OP). Students requiring an OP for entrance to tertiary institutions will need to study 20 Semester units of Authority subjects, including at least 3 subjects which are studied continually for 4 Semesters. Students should only attempt an Authority Subject if they have a proven record of achievement in the subject area in year 10 and are prepared to back it up with regular homework and study. Authority subjects are academic in their nature, requiring 3 – 4 pieces of assessment each semester.

2. **Authority-registered Subjects** are subjects developed from Queensland Curriculum & Assessment Authority Subject Area Syllabuses. These subjects are designed to cater for special interests within certain industry areas and are more practical and less academically rigorous than Authority subjects. Authority Registered subjects do not contribute to an OP, however these subjects do contribute to a Selection Rank which may be used for entry to university study.

3. **Vocational Studies**
Vocational education and training (VET) is "education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education. Students at Woodcrest State College may access Certificate I, Certificate II or Certificate III qualifications. Successful completion of these certificates gains students national accreditation and provides them with a variety of career pathways and further vocational studies. Certificate qualifications are competency based and often require students to undertake structured work placement where skills gained or demonstrated will be recorded in a log book. Vocational qualifications are issued by a Registered Training Organisation (RTO).

All Senior Secondary students at Woodcrest complete a Certificate II in Skills for Work and Vocational Pathways, commencing study in year 10 and completing the qualification by the end of year 11. This qualification provides students with a range of general employment skills and also contributes to their QCE. Students may also access other Vocational Education and Training programs including:
a. **On Site VET**  
VET is delivered on site at Woodcrest State College by teachers where either the school or an external training partner is the RTO for the certificate. Current onsite certificate include:

<table>
<thead>
<tr>
<th>Woodcrest as the RTO</th>
<th>External Training Partner RTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>Certificate II in Sport &amp; Recreation (Binnacle Training)</td>
</tr>
<tr>
<td>Certificate II in Music</td>
<td>Certificate II in Hospitality (Training Direct Australia)</td>
</tr>
<tr>
<td>Certificate II in Visual Art</td>
<td>Certificate III in Business (Binnacle Training)</td>
</tr>
<tr>
<td></td>
<td>Certificate III in Fitness (Binnacle Training)</td>
</tr>
</tbody>
</table>

Certificate courses with an external partner generally attract an additional RTO fee. Refer to the subject descriptions for current costs.

b. **Offsite VET**  
Vocational Education and Training in Schools (VETiS) programs give high school students the opportunity to gain nationally recognised trade qualifications while still attending school. The Schools Programs offered by TAFEs provide students with the opportunity to engage in practical hands-on work and develop pathways into the industry of interest for their chosen career. Students enrolled in VETiS programs will generally attend TAFE one day per week. VETiS programs are reviewed each year and generally advertised in the later part of the year. Enrolment is directly to the TAFE but managed through the Head of Department Senior Schooling. Some of the VETiS course are free while others attract a fee. TAFEs accessed by Woodcrest students include campuses at Bundamba, Mt Gravatt, Acacia Ridge, Logan, Grovely and Southbank.

The WesTEC Trade Training Centre also offers VETiS courses to students. WesTEC is owned by a local cluster of schools including Redbank Plains, Springfield Central and Forest Lake State High Schools. Woodcrest State College is the lead school and manages the centre. Courses at WesTEC run for twelve months and are delivered by TAFE South West. They currently include:

- Certificate I in Construction
- Certificate I in Engineering
- Certificate II in Automotive Underbody Technology
- Certificate II in Logistics
- Certificate II in Health Care Support Services
- Certificate II in Hairdressing

C. **School Based Apprenticeships and Traineeships (SATs).**  
Senior Secondary students may undertake school-based apprenticeships/traineeships (SATS), providing them with the opportunity to commence their chosen apprenticeship or traineeship prior to leaving school. Students on SATs combine one or two days per week completing recognised training in the workforce with three to four days at school with their senior studies. A training contract must be completed and registered through the Department of Education, Training and Employment (DETE). The school manages the employment contract but is not an employment agency and does not provide SATs for students.

**Making the Correct Choice**  
During Year 10, all students will develop a Senior Education & Training (SET) Plan which outlines their learning or training goals during the compulsory participation stage of their schooling and beyond. Students’ SET Plans will include their senior pathway, chosen subjects and vocational options. The SET plan is formally reviewed, then approved, at a meeting attended by the student, parent/caregiver and the student’s SuCCCess Coach. The plan is then reviewed every six months during years 11 and 12 at a formal interview.

Both parents and students are advised that not all offered subjects will necessarily proceed in any given year. Elective subjects require a minimum number of students to be viable and will not go ahead where student numbers do not meet minimum requirements. Similarly, resourcing realities may restrict the number of students accepted into certain subjects. Should either of these scenarios occur, the student will be contacted to choose an alternative subject.
3. **Assessment and Reporting**

**Assessment** is an ongoing process, gathering evidence to determine what each student knows, understands and can do, to inform teaching and support student learning.

Purposes of assessment include:
- Assessment for learning — enabling teachers to use information about student progress to inform their teaching.
- Assessment as learning — enabling students to reflect on and monitor their own progress to inform their future learning goals.
- Assessment of learning — assisting teachers to use evidence of student learning to assess student achievement against goals and standards.

Assessment also provides data to inform reporting on the achievement of individual students or groups of students. Assessment tasks may include written exams, oral presentations, performances, practical activities, homework activities and assignments. It is expected that students will complete at least one assessment task per subject area each school term.

Assessment at Woodcrest Secondary School is guided by relevant legislations and guidelines provided by the Queensland Curriculum and Assessment Authority (QCAA), the Australian Curriculum Assessment and Reporting Authority (ACARA), and the Queensland Curriculum, Assessment and Reporting Framework.

**RESPONSIBILITIES**

**School Responsibilities**
- Provide an Assessment Overview to students for each subject, every semester
- Provide assessments instruments in an appropriate time frame, consistent with the relevant subject syllabus documents and work programs
- Provide appropriate class time for assessment, consistent with the relevant subject syllabus documents and work programs
- Provide feedback to students on both rough draft and final assessment tasks in a timely manner
- Liaise with parents/caregiver if concerns are noted regarding the completion of the assessment piece.
- Enact moderation procedures which ensure a consistency of standards is maintained in the marking of assessment
- Provide assessment instruments with a cover sheet showing the following information:
  - topic or area of study
  - task requirements
  - date of issue, due date
  - criteria and standards
  - declaration verifying the authorship of student work
  - monitoring guidelines or draft details.

**Student Responsibilities**
- Store Assessment Overviews appropriately, for example glued in subject book, and share them with parents/caregiver
- Fulfil course requirements, including the submission of all assessment by the due date
- Ensure all assessment submitted is the original work of the student
- Present a draft to teachers by the monitoring date
- Communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension, should that be necessary, before the due date
- Seek clarification from the teacher who awarded the result before appealing any result
Parent/Caregiver Responsibilities

- Encourage students to submit all drafts and final assessment by the due date
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- Provide documentary evidence where necessary when the student requests an extension

LATE AND NON-SUBMISSION OF ASSESSMENT

Strategies that may allow for extensions to be granted for assessment under extenuating circumstances:

- Application for extension is to be made to the Head of Department prior to the due date using the Application for Extension form, available on school website www.woodcrestsc.eq.edu.au. The application for extension must be made BEFORE the due date.
- If an exam is missed, the student undertakes the exam (or one of a similar nature to the one missed) upon their return to school. The student is responsible for arranging a suitable time with their teacher or HOD.
- A phone call/email from parents/caregivers to the Head of Department is required when a student is absent for an examination. The HOD will make the final decision after considering all the information. A medical certificate may be required.

If the assessment is still not completed, then

- Ratings for assessment tasks not submitted by the due date will be based on evidence available on or before the due date (e.g. drafts).
- Students may be withdrawn from regular classes until assessment is completed or for years 11 and 12 students, enrolment may temporarily or permanently cancelled.

Heads of Department have the discretion to give special consideration to students and modify/waive assessment requirements within approved program guidelines. A medical certificate and/or interview with the Principal/Guidance Officer may also be required.

Special Provisions

“Special provisions” means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. Special provisions may apply to any student, depending on the circumstances. In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. Students with specific educational needs should liaise with the appropriate Head of Department.

Moderation of Student Assessment

The school uses internal moderation of student assessment to ensure quality standards and consistency of teacher judgement in marking the student work.

The Queensland Curriculum and Assessment Authority also has rigorous quality assurance mechanisms in place to ensure the quality of assessment and the standard of student work in years 11 and 12. Samples of student assessment portfolios are reviewed by trained assessors at the end of year 11, before exit from year 12 and again after completion of year 12.

REPORTING

Report cards are provided to parents at the end of each term with the exception of year 12 students who do not receive a school report for term 4 of year 12. In terms 1 and 3, the report is a brief progress report which includes grades for progress, effort, behaviour and homework. In term 2 & 4, the report is a full semester summary including detailed comments.

Reports are emailed to parents/carers; parents without an email account may request a paper copy.
Achievement
Your child’s overall achievement in each learning area/subject studied over the reporting period is reported by ratings ranging as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures and application of processes.</td>
</tr>
<tr>
<td>B</td>
<td>Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures and application of processes.</td>
</tr>
<tr>
<td>C</td>
<td>Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures and application of processes.</td>
</tr>
<tr>
<td>D</td>
<td>Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures and application of processes.</td>
</tr>
<tr>
<td>E</td>
<td>Evidence in a student’s work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures and application of processes.</td>
</tr>
<tr>
<td>N</td>
<td>Insufficient evidence to make a judgment</td>
</tr>
</tbody>
</table>

Students enrolled in vocational certificates will receive one of the following comments in relation to their progress in completing the competencies required to earn the certificate qualification:

- CA: Competency Achieved (full certificate completion)
- WTC: Working Towards Competency (on track to complete the certificate in the designated time)
- CNA: Competency Not Achieved (not on track to completion)
- WD: Withdrawn (no longer enrolled in the qualification)

The report card will also include information about the student’s:
- Effort
- Behaviour
- Total number of days absent
- Number of days unexplained absence

Reports may include comments on homework and requests for an interview.

On Track 4 SuCCcess
Woodcrest State College Secondary sets high expectations of our student cohort. Our goals are that all students in senior secondary will:

1. attend a minimum of 90% of the time
2. achieve a C or higher in all subjects
3. complete all vocational certificate qualifications in which they are enrolled before year 12 exit
4. exit year 12 having attained their Queensland Certificate of Education

The On Track for SuCCcess (OT4S) process assists students remain on track to become successful learners by:
- tracking student progress each reporting period including attendance, achievement, effort and behaviour
- providing timely and relevant feedback to students and their parents on progress towards learning and achievement goals.
- after parents receive their student’s report card each term, parents may then elect to meet with their child’s SuCCcess Coach; in a parent/teacher interview. If the parent does not take up this option then the SuCCcess Coach will provide one-on-one feedback to the student. A parent/teacher interview will be mandatory if the student is not meeting achievement goals
- identifying at risk students then providing appropriate individualised intervention to support students to get back on track
SuCCCess Coach
Every junior secondary student will be assigned to a SuCCCess Coach. The SuCCCess Coach is one of the student’s core teachers who has the additional responsibility to actively mentor and track the student’s academic and personal growth through the junior secondary phase. The SuCCCess Coach will:

- take an interest in the student’s personal circumstances, well-being and career aspirations
- open and maintain good lines of communication with the student’s parents/caregivers
- monitor student attendance, following-up on absences as per the Secondary Attendance Strategy
- track students’ attainment and provide further encouragement to succeed
- provide timely and appropriate feedback to both students and parents as part of the OT4S program
- liaise with subject teachers, the Year Level Coordinator and appropriate support personnel to support student needs as required

Awards and Presentations
Student achievements in sport, community, the arts and extra-curricular activities are acknowledged at school assemblies and special ceremonies. Students are formally recognised for their attendance and academic engagement after each reporting period.

Significant celebratory events include:
- Semester One Academic Awards – July
- P-12 Journey Celebration – July/August
- Awards Night – November
- Year 12 Formal – November
- Year 12 Graduation - November

4. Senior Secondary Certification

The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide Kindergarten to Year 12 syllabuses, guidelines, and assessment, testing and certification services for Queensland Schools. QCAA website: www.qcaa.qld.edu.au

Senior Education Profile for Students
QCAA does not certify or report on student achievement until the completion of year 12. Woodcrest State College issues school report cards for students in years 10, 11 and for the first semester of year 12. On completion of year 12, students are issued with a senior education profile which may include:
Senior Statement
A transcript of the learning account for all students completing Year 12 at a Queensland School. The Senior Statement shows all studies and the results achieved that may contribute to the award of a QCE or Tertiary Entrance Statement. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)
The Queensland Certificate of Education (QCE) is Queensland’s senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Queensland Certificate of Individual Achievement (QICA)
The Queensland Certificate of Individual Achievement (QICA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Tertiary Entrance Statement
The Tertiary Entrance Statement shows an eligible student’s Overall Position (OP) and Field Positions (FPs). These rankings are used to determine eligibility for admission to tertiary courses. The Tertiary Entrance Statement provides information that is recognised by interstate and international universities and tertiary providers and may be required to enrol in study at institutions outside Queensland.

The Queensland Certificate of Education
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

QCE Credits are awarded when courses are completed:
- Each subject, both Authority and Authority Registered, contributes 4 QCE points if completed over 4 semesters (i.e. studied for all of year 11 and year 12) and the student exits with a Sound Achievement or higher.
- Vocational Certificates contribute between 1 and 8 points. Generally 1 point for Certificate I, 4 points for Certificate II and 8 points for Certificate III, though there is some variance and students. Students may gain some of the allocated QCE points for the certificate if it is not fully completed. Students are best advised to check the QCE points for the particular certificate before commencement of the course.
- In addition, students must meet a Literacy and Numeracy requirement to be awarded their QCE. There are many ways of doing this but the simplest ways are to achieve a minimum of C standard for one completed semester of an English or Mathematics subject during years 11 and 12, the successful completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways or obtaining a C or higher for the Queensland Core Skills Test.
To Achieve a QCE:

If a student hasn’t achieved enough credit to qualify for a QCE by the end of year 12, they can add to their learning account for up to seven years after leaving school. Once they achieve 20 credits and have completed the QCE requirements, the QCAA will award their QCE in the following July or December.

Completing Year 12 and being awarded a QCE is now viewed as the minimum standard for leaving school. Well over 95% of year 12 leavers in Queensland achieve their QCE; at Woodcrest State College the QCE completion rate has been 100% for the last three years. Students start earning credits towards their QCE from the commencement of Year 10 when every student is enrolled in Certificate II in Skills for Work and Vocational Pathways. This certificate if fully completed contributes 4 QCE points.

It is expected that every student at Woodcrest State College will attain a QCE by the end of year 12. To achieve this, students must:

- Choose the appropriate pathway and then choose subjects in which they will be successful and vocational certificates which they will complete
- Maintain a C level or higher in Maths and English to satisfy Literacy and Numeracy requirements
- At all times remain on track to satisfy the core requirements and to achieve the 20 credits
- Attend school every day


The Learning Account

Schools are required to register students with the QCAA, which usually happens during year 10. When a student is registered a learning account is created for them. The learning account records the individual student’s school subject enrolments and results of any completed studies, which contribute to their QCE. These details are provided by the school and/or other learning providers e.g. a student may complete a vocational certificate at TAFE while still attending school. Students are given an access number (LUI – Learner Unique Identifier) and a password for their learning account, which they can access any time through the Student Connect website at [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)

Students may also access their Senior Education Profile via the Student Connect website when the details are released by QCAA in December after their exit from year 12.
5. Pathways to Tertiary Study

There are now many different pathways to tertiary studies at university, TAFE and private colleges. The most common pathways are by:

- Obtaining an Overall Position (OP)
- Selection Rank
- Completing a Tertiary Preparation course after year 12 then applying for university entrance
- Completing a Diploma course at TAFE which articulates to an associated university course

Most tertiary courses also require students to have completed one or more pre-requisite subjects during years 11 and 12. Students are advised to check whether a pre-requisite subject is required for their intended tertiary course before selecting their senior pathway subjects by visiting the Queensland Tertiary Admissions Centre (QTAC) website www.qtac.edu.au then accessing the Tertiary Prerequisites guide.

Students apply for tertiary education places through QTAC, usually in their final semester at school. QTAC may then offer the student a tertiary place based upon completion of the required prerequisites for the course and the attainment of either the required Selection Rank or OP. For example, the entrance cut-off to a course may be a Selection Rank of 80 or an OP of 10. The attainment of either of these results will see an offer made for that tertiary course, provided any prerequisites are met. QTAC decides upon eligibility and offers a student a place based on the student’s preferences. A student’s OP or Selection Rank is used to determine eligibility.

Overall Position (OP)
To be eligible for an OP, students must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, then sit the Queensland Core Skills Test during term three of Year 12.
An OP indicates the student’s rank order position from highest (OP1) to lowest (OP25).
Students who are eligible for OPs will also receive the Field Positions for which they qualify through their subject choices. Field Positions are sometimes used for fine grained course entry.

Selection Rank
Students who complete year 12 but who do not qualify for an OP may be allocated a QTAC selection rank.
A selection rank is a measure that places students in order of merit for entry to tertiary courses. Selection ranks are:

- based on a scale from 99 (highest) to 1 (lowest)
- calculated using the achievement levels for Authority, Authority-registered and approved Vocational Educational and Training (VET) subjects reported on the Senior Statement; only the best 20 semester units of study are used
- results in the QCS Test are also used, if the test was sat. Please note that a poor result in the QCS Test cannot have a negative effect on the student’s QTAC selection rank. The QCS Test result can only be used to moderate the rank upwards.
- Completion of a Certificate III or higher while at school is recommended for students choosing tertiary entrance via selection rank

Tertiary Preparation Courses after Year 12
A number of universities offer a tertiary preparation program for students who have not qualified for tertiary study by other means. An example of this is the Tertiary Preparation Program Intensive Pathway offered by our local university, The University of Southern Queensland which has a campus at Springfield. It is an 11 week program commencing at the end of November which includes two two-week on campus blocks as well as additional online/home study. Upon successful completion of the course, students are guaranteed entry into certain USQ courses.
The school Guidance Officer can provide more details on tertiary preparation courses that are available.

Articulation from TAFE
After completing year 12, some students commence further study at TAFE at higher certificate or diploma level. Most TAFEs now have partnerships with universities whereby students who complete TAFE qualifications can then move onto university and receive credit for their TAFE qualifications towards university courses. E.g. Completion of Diploma of Nursing at TAFE SW gives one year credit towards a degree in Nursing at the University of Queensland, QUT, USQ, Griffith University, James Cook University and the University of Canberra.
6. The Queensland Core Skills (QCS) Test

The QCS test is mandatory for students who choose a tertiary pathway and who wish to gain an OP. It is optional for students undertaking a vocational pathway.

What is the test?
- A common state-wide test for Queensland Year 12 students
- An achievement test — not an intelligence test nor an aptitude test
- Grounded in the Queensland senior curriculum
- Accessible to all Year 12 students, regardless of individual differences in subject patterns.

The QCS Test consists of four papers, a Writing Task (WT), Short Response (SR), and two Multiple Choice (MC) papers. In the test, students will be expected to respond to various stimulus materials such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons and reproductions of works of art. The WT tests students’ command of the written English language and their expressive and productive skills. They will be asked to compose an extended piece (about 600 words) of continuous prose in response to the stimulus material provided.

Items on the SR paper will ask students to respond in different ways, such as by writing a sentence or paragraph, drawing a diagram, performing a calculation, sketching, etc. For each item on the MC papers there are four alternative answers (options). Students will be asked to select the best answer.

What does it test?
It tests 49 common curriculum elements (CCEs) of the Queensland senior curriculum. The level of sophistication demanded by the test is appropriate to Year 12 students. Particular knowledge of specific senior subjects is not tested. However, the test assumes basic levels of general knowledge and vocabulary, and Year 10 knowledge of mathematical operations.

What is the purpose of the test?
The QCS Test provides:
- Individual results reported on a five-point scale group results for comparing the achievement of
- Students in different subject groups and different schools in order to calculate Overall Positions (OPs)
- Group results for calculating Field Positions (FPs) — up to five per student, depending on subject choice.

When is it held?
The QCS Test takes place in Term 3 usually in late August/early September. For next year’s dates, check with your school or the Queensland Curriculum and Assessment Authority (QCAA) website.

QCS Test Preparation
All students intending to sit the QCS test must participate in a rigorous test preparation and skilling program. This program commences early in Year 12 and continues until QCS test time in late August - early September. The program is aimed at assisting students to perform at their best which will in turn contribute to improved OP scores for students. All OP-eligible students MUST sit the QCS Test if they wish to be awarded an OP. OP-ineligible students may also sit the QCS Test and this is highly recommended if they intend to submit a QTAC application. Application for all Diploma TAFE courses must be made through QTAC. Students, who are OP ineligible, sit the QCS Test and complete a QTAC application, will automatically be awarded a Selection Rank. This rank is not the equivalent of an OP but QTAC will use both OPs and Ranks in determining admissions into Universities and TAFE colleges. An OP-ineligible student’s Selection Rank will be boosted significantly by the achievement of a C or better on the QCS Test.
7. Structured Work Placement / Work Experience

Woodcrest offers its senior secondary students practical experience in the workplace and opportunities to explore intended career choices through incorporating Work Experience or Structured Work Placement into components of the school’s education program.

Definitions

Work Experience and Structured Work Placement both involve a student working for a set number of days in a work or industry situation. Work Experience is optional and not an ‘essential’ or ‘assessable’ component of any particular subject or course, whereas Structured Work Placement is ‘compulsory’ and ‘assessable’ component of a vocational and education training course.

Policy

Individual Year 10, 11 and 12 students who wish to participate in work experience may at any time consult the HOD Senior Schooling. They are to apply on the appropriate form, and need to have a clear idea of the areas they wish to access and a prospective employer willing to participate/cooperate in the exercise.

Benefits

Work Experience/Structured Work Placement provides the opportunity for students to relate school-based learning to actual employment situations. Students also develop and apply work-related skills and work-related key competencies in a work based setting. Other benefits include the opportunity to develop more fully, personal and social skills through interaction with a broader cross-section of people, as well as gaining insight into the nature and conditions of work and issues such as workplace health and safety, multi-skilling and industrial relations. The experiences gained will assist in the transition from school to work.

Expectations of Students on Work Experience or Structure Work Placement

Occasionally, students fail to meet the conditions/expectations of school and employers whilst on work experience/industry placement. The more serious breaches include:

a) Failure to attend without valid reason
b) Failure to attend without notifying school and employer (both) as early as possible
c) Serious misbehaviour that, if repeated at school, would likely result in suspension or exclusion

In such isolated cases the student will not be permitted to continue the placement, and will not be allocated a placement in future whilst enrolled at Woodcrest State College. Students will meet with the HOD Senior School and/or the Deputy Principal whereby suspension is the likely outcome.

If this occurs at Structured Work Placement, because the placement is an essential part of the course, the student will be required to change subjects, and will lose credit in that subject. Appeals may be directed in writing to the Secondary School Principal.
YEAR 10

SUBJECT OVERVIEWS
ART (ART)

Visual Art provides a medium for exploration, social criticism, visual literacy development and creative thinking. The preparatory Year 10 Visual Art course offers opportunities for students to learn the fundamentals of Visual Art, the Elements and Principles of Design, and provides opportunities to engage and work with practicing professional artists on school and community-based projects (e.g. murals). In Year 10 Art students also learn about and use current art technology practices such as Adobe Photoshop and are also given opportunities to publicly exhibit their artwork.

LEARNING OUTCOMES:
By conclusion of the course students will have had opportunities to:
- Define visual problems and communicate solutions related to relevant concepts, focuses, contexts and media.
- Create and communicate meanings through the use of visual language and expression.
- Research, develop, resolve and reflect to demonstrate a personal aesthetic (style/expression).
- Construct and communicate meaning through the knowledge and understanding of materials, techniques, technologies and art processes.
- Select, explore and exploit material, technologies, techniques and art processes informed by researching, developing, resolving and reflecting.
- Analyse, interpret, evaluate and synthesis information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media.
- Justify a viewpoint through researching, developing, resolving and reflecting.
- Use appropriate visual art terminology, referencing and language conventions.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 - Elements and Principles of Design</strong> – Exploring Line, Colour, Tone, Texture through the Australian landscape.</td>
<td><strong>Unit 3 - Sculptural Self</strong> – The sculptural works by Ah Xian will be used as a tool for analysis as well as artistic inspiration for a self-portrait sculpture.</td>
</tr>
<tr>
<td><strong>Unit 2 - Street Art</strong> – Exploring the diverse contemporary Street Art genre through stencilling, paste-ups, and research.</td>
<td><strong>Unit 4 – Art Dot Com</strong> Photography and Photoshop techniques will be used to create contemporary dance inspired images.</td>
</tr>
</tbody>
</table>

ASSESSMENT:
Assessment tasks involve both practical and theoretical tasks and include:
- Creating artwork using a range of media (e.g. drawing materials, paint, ink, charcoal, spray paint)
- Drawing – line drawing, tonal drawing with colour
- Designing abstract patterns
- Using Adobe Photoshop to create finished artworks
- Written analysis of artworks (800-1000 words)
- Regular written reflection and process work in Visual Journals (Visual Journal accounts for 50% of the student’s grade)

COST AND/OR ESSENTIAL EQUIPMENT:
- Students need to participate in the resource hire scheme to access essential resources for this subject.
- WSC Visual Journal (Blue) needs to be purchased from student services for $8.50 at the start of the year and a new journal is required when this one is filled up.
- Basic art materials and stationery including pencils, pens, eraser, sharpener, felt pens etc. Most specialist equipment will be provided by the school if the student is involved in the resource hire scheme.
- Visual Art contains many opportunities for extra-curricular activities for which a cost is involved if the student elects, or is invited to participate (e.g. Art Camps, excursions, extension activities).

STUDENT ELIGIBILITY / PREREQUISITES:
- It is recommended that a student is achieving a sound or higher in English to enroll in Visual Art.
- Students are required to complete a minimum of 2 hours a week homework for Visual Art.
BUSINESS AND TECHNOLOGY STUDIES (BTN)

LEARNING OUTCOMES:
In the Year 10 curriculum, students will gain valuable Business related skills integrated with ICT that are adaptable to the working environment. Students will explore a range of topics that will not only help them decide what pathway they want to take in years 11 and 12 but also provide them with skills to help them through life.

Students will be introduced to the topics of Business, with a focus on accounting, the global economy and personal finance. Students will be introduced to key accounting concepts, understanding debits and credits, and business transactions. The subject is also designed to provide students with a foundation in personal finance. They will have the opportunity to trade shares (simulated) on the stock exchange and learn the basics of managing personal finances. Students will also learn how business compete in the global economy and how global events can affect a business and the Australian economy. Students are encouraged to think logically, to apply their knowledge and understanding in a consistent and effective manner, and to become independent learners.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>• Introduction to Accounting</td>
<td>• Introduction to Business – Competing in the global economy</td>
</tr>
<tr>
<td>• Personal Finance and the share market</td>
<td>• Creating and Designing Business Website</td>
</tr>
</tbody>
</table>

ASSESSMENT:
• Term 1 3 x 70 min In class Exam (closed book) supervised.
• Term 2 In class Project based assessment (Folio of Work), supervised, and an in class exam (open book)
• Term 3 In class Project based assessment (research assignment) supervised.
• Term 4 In class Project-based assessment (practical task and PowerPoint presentation), supervised.

The assessment tasks assess the criteria:
• Knowledge & Understanding (KU), Questioning & Researching (QR), Analysing & Interpreting (AI), Procedural Practices (PP) and Communicating (C).

ADDITIONAL COST AND/OR ESSENTIAL EQUIPMENT:
Every student who does this course needs a USB stick for compilation of folios and assessment tasks. A 4gb sized stick is sufficient for this class.

STUDENT ELIGIBILITY / PREREQUISITES:
There are no prerequisites for this subject.

FUTURE STUDY PATHWAY OPTIONS
This subject provides an introduction to the senior subjects Accounting (ACC) and Business Management (BMN).
DANCE (DAN)

Dance provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the relationship between both practical and theoretical aspects of dance. Through the study of various genres, styles and contexts of dance students develop as creative, complex thinkers, effective communicators, reflective and independent learners. Students learn to choreograph, perform and appreciate dance works.

LEARNING OUTCOMES:
Students will work towards obtaining:
- an ability to work as a creative and complex thinker
- an ability to communicate ideas effectively and creatively
- an awareness of the world around them as reflective and independent learners
- an appreciation for dance throughout history in a variety of genres and styles
- an awareness of social and political modern history and how this affected the art world
- confidence in performance and choreographic skills
- an awareness of their own body
- an ability to critically reflect on and appreciate dance works

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>• <strong>Unit 1 The Choreographer</strong> – an Introduction to dance structures and choreographic tools to create original movement.</td>
<td>• <strong>Unit 3 The Mob</strong> – Investigation of the planning and elements of a large flash mob in the hip hop genre.</td>
</tr>
<tr>
<td>• <strong>Unit 2 The Entertainer</strong> – An exploration of Musical Theatre dance styles and choreographers.</td>
<td>• <strong>Unit 4 The Performer</strong> – An in depth look at contemporary dance techniques. This unit culminates in a public performance at Night of Dance.</td>
</tr>
</tbody>
</table>

ASSESSMENT:
Assessment is undertaken in three areas:
- **Performance** - based on technique, body alignment, coordination and control. Presenting learnt dances.
- **Choreography** - managing and manipulating the dance components. Creating own dances.
- **Appreciation** - writing about and discussing dance works.

COST AND/OR ESSENTIAL EQUIPMENT:
- Students are to supply their own appropriate dance clothing: Black leggings (girls) black track pants (boys) and black fitted t-shirt or singlet.
- Ability to supply own music for choreography (CD’s or MP3 player) and AUX cord (Ipod to stereo connection).
- A4 lined notebook.
- Students may be required to purchase basic items for costumes at end of year.

STUDENT ELIGIBILITY / PREREQUISITES:
- It is recommended that a student is achieving a sound or higher in English to participate in Year 10 Dance.
Design Technology (DTEC)

Design Technology in year 10 is a preparation for the year 11 and 12 Technology Studies course. Design Technology in year 10 focuses on designing solutions to problems. These designs are then communicated through the use of sketches and annotated drawing as well as through the use of Computer Aided Drawing (CAD) software. Following the design phase, students produce their design and evaluate it against self-determined criteria. The design process is highly user-centred and students will develop good problem-solving skills over the year of the course.

LEARNING OUTCOMES:
Students develop learning experiences in problem solving. The course of study deals with elements and principles of design and the communication of those in a real-life solution/prototype. Students learn about the efficiency and effectiveness of design in our technological society. Students are encouraged to be imaginative and creative through problem solving and designing. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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</thead>
<tbody>
<tr>
<td>• Elements and principles of Design</td>
<td>• Community Design – Solve a real life problem in our community</td>
</tr>
<tr>
<td>• Problem solving techniques</td>
<td>• Research</td>
</tr>
<tr>
<td>• Design process and product development</td>
<td>• Designing &amp; Sketching</td>
</tr>
<tr>
<td>Introduction to AutoCAD Inventor</td>
<td>• Working drawings</td>
</tr>
<tr>
<td>• Sketching</td>
<td>• Modelling and animating</td>
</tr>
<tr>
<td>• 2D and 3D drawing</td>
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</tbody>
</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester but there are three major assessment tasks which will be completed at least once each year.
• Context Based Folio
• Design plan and Preparation
• Design Realisation
• Design Analysis

The assessment tasks assess the criteria:
• Knowledge and Understanding
• Analysis and Application
• Synthesis and evaluation

COST AND/OR ESSENTIAL EQUIPMENT:
• A4 Sketch Pad
• 1mm Black Ink Pen/Marker x2
• .7mm Black Ink Pen
• Artline 90 Permanent Marker
• Copic Marker (Grey C4)
• 4G USB Stick
• Set of Colouring Pencils

STUDENT ELIGIBILITY / PREREQUISITES:
Suitable students need to be creative, have a good work ethic, be patient and an eye for detail.
DRAMA (DRA)

Drama provides a medium for exploration, social criticism, celebration and entertainment. The preparatory Year 10 Drama course offers opportunities for students to learn the fundamentals of Drama, study acting skills, perform to live audiences, critique professional work, create and communicate meaning, explore emotions, work in teams and increase personal awareness and confidence.

LEARNING OUTCOMES:
Students will:
• appreciate the benefits of group work for collaborative learning and task management
• appreciate the benefits of working independently for autonomous learning and self-management
• develop and demonstrate a commitment to and respect for diversity
• respect their own and others’ personal aesthetics
• view, enjoy and appreciate live performance as an enriching experience
• acknowledge and be confident in their own creative and critical abilities
• value the diversity of drama in different cultures, times and contexts.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Unit 1</strong> <em>Show me the Funny</em>: A study of comedy and clowning, focusing</td>
<td>• <strong>Unit 3</strong> <em>It’s Australia</em>: A study of Australian Gothic theatre,</td>
</tr>
<tr>
<td>on improvisation skills and slapstick humour.</td>
<td>contemporary Australian theatre and Indigenous theatre.</td>
</tr>
<tr>
<td>• <strong>Unit 2</strong> <em>Youth! A Collage</em>: A study of collage drama and the</td>
<td>• <strong>Unit 4</strong> <em>Physically Ancient</em>: A study of Ancient Greek and Roman</td>
</tr>
<tr>
<td>collaboration of different theatre styles to create an overall message/</td>
<td>theatre, focusing on chorus/ ensemble training and physical theatre.</td>
</tr>
<tr>
<td>theme.</td>
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</tbody>
</table>

ASSESSMENT:
Is undertaken in three areas and each area assesses a number of criteria –

**Presenting** (using acting techniques)
• Select and use dramatic languages informed by the dramatic perspectives to demonstrate a knowledge and understanding of the purpose and function of drama.
• Communicate action and intended meaning to an audience.
• Demonstrate planned and rehearsed skills of performance.

**Forming** (managing a range of dramatic forms)
• Demonstrate knowledge and understanding of the dramatic languages informed by the dramatic perspectives.
• Explore and interpret ideas to create and shape dramatic action.
• Manage and apply the dramatic languages, experimenting and making judgments about dramatic action and meaning.

**Responding** (writing about and analysing dramatic works)
• Demonstrate knowledge and understanding of the dramatic languages and dramatic perspectives to communicate a position about dramatic meaning and action.
• Analyse, synthesise, evaluate and reflect on dramatic action to interpret dramatic meaning.

Assessments tasks may include:
• written responses to stimulus (e.g. article or live theatre performance); group-devised performances (student created work); scriptwriting; written and oral theatre reviews or rationales; solo performances; costume and staging designs

**COST AND/OR ESSENTIAL EQUIPMENT:**
• An A4 book for writing
• Students need to be part of the Resource Hire Scheme to access scripts and textbooks.
ENGLISH (ENG)

Year 10 English is compulsory. The course is designed by Education Queensland to address Australian Curriculum requirements.

LEARNING OUTCOMES:
By the conclusion of the course through reading, viewing, writing, designing, listening and speaking/signing students should:

• Understand how texts are structured and organised and apply this knowledge to produce different types of texts for particular purposes.
• Understand and control textual features e.g. Grammar, punctuation, vocabulary and mode appropriate features.
• Create and evaluate texts to demonstrate how meaning is made.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
</table>
| **Unit 1. Is it Punny, Mean or Clever?: The World of Satire**  
Exploring and Evaluating representations of events, issues and individuals in satirical texts | **Unit 3. Would Shakespeare Approve?: Old Dog, New Tricks**  
Reading, interpreting and responding to a Shakespearean Play (*Romeo & Juliet*) |
| **Unit 2. To Walk in Another’s Shoes**  
Reading and Responding to a novel  
(*Head Games, The Outsiders, Divergent, Looking for Alibrandi or Animal Farm*) | **Unit 4. Have You Been Paying Attention?**  
Understanding, analysing and creating texts |

ASSESSMENT:
Students will be expected to complete:

• Unit 1. **Analytical text**: Analytical Essay Exam
• Unit 2. **Imaginative Texts**: Dramatic Monologue Performance & Short Story Assignment
• Unit 3. **Persuasive & Analytical Texts**: Film Review Speech & Feature Article Exam
• Unit 4. **Imaginative Text**: Response to Stimulus Exam

The assessment tasks assess the criteria:

• Understanding and responding to contexts
• Understanding and controlling textual features
• Creating and evaluating meaning

COST AND/OR ESSENTIAL EQUIPMENT:

STUDENT ELIGIBILITY / PREREQUISITES:
English is a compulsory subject
GEOGRAPHY (GEG)

Geography is a compulsory subject and has been developed as a stand-alone subject in the Australian Curriculum. Year 10 focuses on the further development of understanding of place, space, environment and interconnection, sustainability and change and applies this understanding to a wide range of places and environments and locations.

LEARNING OUTCOMES:
Student’s geographical knowledge, understanding and skills are developed through an inquiry approach involving Australian and other comparative case studies. Students:

- explain spatial variations between places and changes in environments
- analyse management options for sustaining human and natural systems into the future and propose explanations for variations
- evaluate alternative views on managing environmental and social changes and justify viewpoints

COURSE CONTENT/OUTLINE:
A choice of 2 units will be studied over one semester:

**Unit 1: Geographies of Human Well-Being**
Focuses on local, national and global differences in human well-being between places. Differences are evaluated through a variety of perspectives and case studies drawn from Australia and across the world.

**Unit 2: Environmental Change and Management**
Investigating environmental geography through an in-depth study of coastal landscapes

ASSESSMENT
There are three major assessment tasks that will comprise the student portfolio.

Unit 1 (Term 1)
- Short Response Test – supervised in-class assessment
- Practical Exercises – supervised in-class assessment

Unit 2: (Term 2)
- Field Report – supervised in-class assessment

The assessment tasks assess the criteria:
- geographical knowledge and understanding
- geographical inquiry and skills
- communication

COST AND/OR ESSENTIAL EQUIPMENT
- An A4 book for writing notes. Resource Levy is essential. Additional costs may be incurred for fieldtrip.

STUDENT ELIGIBILITY/PREREQUISITES
- Geography is a compulsory subject for one semester in Year 10.
HEALTH AND PHYSICAL EDUCATION (HPE)

Health and Physical Education in year 10 is a lead in subject to the year 11 and 12 OP subject of Physical Education. At Woodcrest the year 10 program allows students to learn in, through and about physical skills which enables them to make informed choices about their physical, mental and social wellbeing and understand the functions of the human body in relation to performance in physical activity.

LEARNING OUTCOMES:
Students develop:
- broad theoretical knowledge and skills related to a variety of real life social issues in a sporting context
- the ability to recognise, analyse and provide solutions in both theoretical and practical situations
- an awareness to make informed decisions in life-related situations
- an ability to comprehend information which is presented in a variety of forms
- an ability to communicate information in a variety of forms and contexts
- an ability to apply justified evaluations to a variety of contextual situations
- a range of knowledge of rules and physical skills in about and through physical activity

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td><strong>Theory</strong></td>
<td><strong>Theory</strong></td>
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<tr>
<td>Sociology and sport</td>
<td>Men &amp; Women’s Health</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td><strong>Practical</strong></td>
</tr>
<tr>
<td>Basketball</td>
<td>Netball/AFL</td>
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<tr>
<td>Volleyball</td>
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</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester but there are four major assessment items that will be completed once a term:
- **Theory**
  - Multi Media Assessment
  - Short answer/multi choice exam
- **Practical**
  - Formative and summative observations during practical tasks

The assessment tasks assess the criteria:
- **Acquire** – The ability to acquire knowledge, understandings, capacities, and skills in about and through physical activity.
- **Apply** – The ability to apply knowledge, understandings, capacities, and skills in about and through physical activity.
- **Evaluate** - The ability to evaluate knowledge, understandings, capacities, and skills in about and through physical activity.

COST AND/OR ESSENTIAL EQUIPMENT:
- Sports Shoes – black or white
- Hat
- Notebook/writing equipment

STUDENT ELIGIBILITY / PREREQUISITES:
Suitable students need to be motivated and enjoy physical and recreation activities
History is a compulsory subject and has been developed as a stand-alone subject in the Australian Curriculum. Year 10 focuses on the historical period from World War II to present day.

**LEARNING OUTCOMES:**
Through reading, writing, researching and hypothesising students will be:
- Studying human societies and their achievements from World War II
- Using the analytical and problem solving techniques of the social science disciplines
- Gaining a critical understanding of the values underpinning both the study of social behaviour and the actions of those within the society
- Understanding how our understanding of events in history are created by sources of information about them

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>Semester outline</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 1.</strong> World War II and Australia</td>
</tr>
<tr>
<td><strong>Unit 2.</strong> Migration Experiences</td>
</tr>
<tr>
<td><strong>Unit 3.</strong> Popular Culture since 1945</td>
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</tbody>
</table>

**ASSESSMENT:**
One assessment task per unit:
1. supervised assessment: response to stimulus
2. research task
3. supervised assessment: Essay Exam

The assessment tasks assess the criteria:
- Planning and using a historical Research Process (Historical skills)
- Forming historical knowledge through critical inquiry
- Communicating Historical Knowledge

**COST AND/OR ESSENTIAL EQUIPMENT:**
An A4 book for writing and notes.

**STUDENT ELIGIBILITY / PREREQUISITES:**
History is compulsory subject for one semester.
HOME ECONOMICS (HEC)

Home Economics incorporates the practical skills of cooking with the theory of techniques and ingredients from an array of different cultures. It is a semester long course that examines food from around the world and presentation skills. It will help prepare students for the Cert II in Hospitality that is offered in years 11 and 12.

LEARNING OUTCOMES:
Students develop skills in:
- Use of ingredients from around the world
- Different types of cooking techniques
- Food Presentation
- Beverage Production
- Menu Planning

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Personal and environmental hygiene</td>
</tr>
<tr>
<td>• Safe work practices</td>
</tr>
<tr>
<td>• Safe food storage / temperature control of food</td>
</tr>
<tr>
<td>• Introduction to Culture – What is culture; layers of culture; factors influencing food choices</td>
</tr>
<tr>
<td>• Evolvement of cuisine through culture</td>
</tr>
<tr>
<td>• Culinary features of international destinations e.g. Spain, France, Italy, Asia-meal pattern; main ingredients, cooking techniques</td>
</tr>
<tr>
<td>• Methods of cooking</td>
</tr>
<tr>
<td>• Practical techniques e.g. sauce making - making roux based sauces, degorging vegetables, handling filo pastry, pan frying, knife skills,</td>
</tr>
<tr>
<td>• Introduction to Hospitality – Hospitality enterprises, Industry sectors, Career progression,</td>
</tr>
<tr>
<td>• Food presentation</td>
</tr>
<tr>
<td>• Garnish and decorating foods</td>
</tr>
<tr>
<td>• Restaurant/Café Menu planning and design</td>
</tr>
<tr>
<td>• Café Beverages e.g. coffee types / iced drinks</td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester but there are three major assessment tasks which will be completed at least once each semester.
- Theoretical tasks
- Practical Cooking

The assessment tasks assess the criteria:
- Practical
- Knowledge
- Applied Process

COST AND/OR ESSENTIAL EQUIPMENT:
- A4 VISUAL ART DIARY
- A4 lined exercise book
- USB

STUDENT ELIGIBILITY / PREREQUISITES:
Suitable students need to have a good work ethic.
MANUAL ARTS (MAN)

Industrial Design and Technology is a preparation for the SAS (Subject Area Specific) of Engineering, Furnishing and Construction offered in years 11 and 12. The aim of the subject is to equip the students with the hand and machine skills that are required in the metal and timber work subjects. Because of this, a large quantity of the work covered, is of a practical nature, with a heavy emphasis on machine operating skills. This is a single semester course.

LEARNING OUTCOMES:
Students develop:
- Hand skills
- Machining skills
- Welding skills
- Sheet Metal fabrication skills
- Joinery skills
- Interpretation of drawings

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Exercise</td>
</tr>
<tr>
<td>Joinery</td>
</tr>
<tr>
<td>Candlestick</td>
</tr>
<tr>
<td>Welding</td>
</tr>
<tr>
<td>Timber Case</td>
</tr>
<tr>
<td>Joinery</td>
</tr>
<tr>
<td>Toolbox</td>
</tr>
<tr>
<td>Sheet Metal Fabrication</td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester however there is a common thread running through the two terms. Each project will be assessed from a practical point of view.

The assessment tasks assess the criteria:
- Practical Skills
- Applied Processes
- Knowledge

COST AND/OR ESSENTIAL EQUIPMENT:
- Students need to be part of the Resource Hire Scheme to access materials and machinery
- Australian Standard Safety Glasses and enclosed shoes as per the uniform are compulsory

STUDENT ELIGIBILITY/PREREQUISITES:
Suitable students need to have a good work ethic, patience and an eye for detail
MATHEMATICS (MAT)

Year 10 Mathematics is compulsory. It is designed by Department of Education to the standard required by the National Curriculum.

LEARNING OUTCOMES:
The Australian Curriculum Mathematics aims to ensure that students:
- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Mathematics is a pre-requisite to the subject Maths A. It is aimed at students who require a sound skill in mathematics.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring our world – applications of trigonometry</td>
<td>Applying measurement skills*</td>
</tr>
<tr>
<td>Applying Linear Graph including Algebra review</td>
<td>Making sense of space - measurement and geometric rules</td>
</tr>
<tr>
<td>Taking chances</td>
<td>Money in business and personal life*</td>
</tr>
<tr>
<td>Data collection and analysis Data*</td>
<td>QUT MITI activities</td>
</tr>
</tbody>
</table>

*High level of Skill needed for Year 11 Maths A

ASSESSMENT:
- Assessment will consist of an exam or investigations/ assignments at the end of each unit. A test for suitability for Maths A will occur in Term 3.

The tasks assess the criteria:
- **Knowledge** - involves knowledge of content and the use of basic skills such as working with given rules, operations and procedures in simple situations. It also involves learning how to use measuring instruments and calculators. The use of computer software is also involved.
- **Thinking and Reasoning** - involves students using familiar mathematics in different contexts in a supported environment. This means that when carrying out tasks, students interpret and analyse these contexts to identify familiar mathematics.
- **Communication** - involves students using basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts. The responses can be presented in various forms for different purposes to suit the task: orally, visually or in writing.

ESSENTIAL EQUIPMENT:
General writing materials, ruler, Graph paper, geometry equipment, an A4 book for writing and notes; a scientific calculator is essential. Students need to be part of the Resource Hire Scheme to access set textbooks.

STUDENT ELIGIBILITY / PREREQUISITES:
- Year 10 Mathematics is compulsory.
- All Year 10 students begin with a common unit. Performance on this unit is used to place students into Extension maths which begins in Term 2.
- The Units of Extension Maths include the basic work plus more a more intense study of higher skills in Algebra and Geometry.
- A commitment to homework of 2 – 3 hours per week is needed to succeed at this level.
- A “C” standard is required for entrance into Year 11 Maths A.
MATHEMATICS EXTENSION (MAX)

Selected students will be invited to enter this course based on their performances.

LEARNING OUTCOMES:
The Australian Curriculum Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Extension Mathematics is a pre-requisite to the subject maths B and Maths C. It is aimed at students who enjoy challenge and achieve well in mathematics.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Measuring our world – applications of trigonometry (Extended Problems)</td>
<td>• Algebra of quadratics*</td>
</tr>
<tr>
<td>• Applying Linear Graph including Algebra review (Simultaneous Equations) *</td>
<td>• Money in business and personal life (Including compound interest)</td>
</tr>
<tr>
<td>• Taking chances</td>
<td>• Making sense of space- measurement and geometric rules* (including circle relationships)</td>
</tr>
<tr>
<td>• Data collection and analysis Chance and Data*</td>
<td>• Linear and non-linear relationships II*</td>
</tr>
<tr>
<td></td>
<td>• QUT MITI activities</td>
</tr>
</tbody>
</table>

*Good skills in these units are essential for Maths B and C

ASSESSMENT:

- Assessment will consist of an exam or investigations/ assignments at the end of each unit. A test for suitability for Maths B will occur in Term 3.

The tasks assess the criteria:

- **Knowledge** involves knowledge of content and the use of basic skills such as working with given rules, operations and procedures in simple situations. It also involves learning how to use measuring instruments and calculators. The use of computer software is also involved.
- **Thinking and Reasoning** involves students using familiar mathematics in different contexts in a supported environment. This means that when carrying out tasks, students interpret and analyse these contexts to identify familiar mathematics.
- **Communication** involves students using basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts. The responses can be presented in various forms for different purposes to suit the task: orally, visually or in writing.

ESSENTIAL EQUIPMENT:

General writing materials, ruler, Graph paper, geometry equipment, an A4 book for writing and notes; a scientific calculator is essential and access to a graphics calculator. Students need to be part of the Resource Hire Scheme to access set textbooks.

STUDENT ELIGIBILITY / PREREQUISITES:

- All Year 10 students begin with a common unit. Performance on this unit is used to place students into Extension maths which begins in Term 2.
- Students need to be achieving at an A or B standard to apply for this level of maths and have good algebra skills.
- A commitment to homework of 2 – 3 hours per week is needed to succeed at this level.
MEDIA STUDIES (MED)

Media Studies provides opportunities for students to learn how to view, read, analyse and create a variety of media texts. Students will study a variety of Media formats in society including advertising, marketing, print media, film and television. Students will have opportunities to both analyse and create media formats. This subject is the recommended pre-requisite to students interested in studying Film, Television and New Media in year 11 and 12.

LEARNING OUTCOMES:
Students develop:
• Opportunities to design, produce and critique products and their contexts of production and use
• Higher-order cognitive and critical literacy skills related to still and moving-image media production and use
• Skills to generate and experiment with ideas by using technology to express themselves as citizens, consumers and imaginative beings
• Personal skills including self-discipline, problem solving, project management and the ability to work individually and collaboratively to achieve goals
• Ability to broaden their knowledge and understanding of the history, evolution and practices of the rapidly expanding advertising and moving-image media industries.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Unit 1 – Introduction to Media</strong> – Key concepts in media studies.</td>
<td>• <strong>Unit 3 – Film Promotion</strong> Promotional campaigns, film posters, film trailers</td>
</tr>
<tr>
<td>• <strong>Unit 2 – The Superhero Film</strong> – Codes and conventions of the genre film</td>
<td>• <strong>Unit 4 – Music Videos</strong> – Codes and conventions of the Music Video Genre</td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks assess the criteria:
• **Design** – Planning and designing of Media formats
• **Production** – Creation of still and moving image media products
• **Critique** – Analytical and evaluative response tasks

Assessment tasks include exams, written analytical response, storyboarding, research tasks, design tasks and productions.

COST AND/OR ESSENTIAL EQUIPMENT:
• An A4 book for writing and notes
• Minimum 4GB USB for exclusive Media Studies use.
• Students need to be part of the Resource Hire Scheme to access set textbooks and film related production equipment.

STUDENT ELIGIBILITY / PREREQUISITES:
• A pass in English is highly recommended for enrolment in this subject.
• A solid commitment to subject tasks outside of school hours is required as this subject demands significant allocation of external time and time management skills.
MUSIC (MUS)

Music is intended for students who are seeking to develop their skills in performing, composing and analysing musical works. As part of their studies students are required to perform to a real audience; Compose music either in notated or recorded format, and Analyse (deconstruct and evaluate) musical works. In addition students in Year 10 are encouraged to engage in written and practical musicianship, which are small tasks and activities designed to promote musical literacy and practical skills.

LEARNING OUTCOMES:
Students are given the opportunity to develop:
- The ability to hear and think in sound
- An informed approached to read and listen to musical works from a variety of styles, genres and contexts
- Write and create music from a variety of styles, genres and contexts
- Articulate informed opinions and observations regarding musical works from a variety of styles, genres and contexts
- Perform musical works from a variety of styles, genres and contexts

COURSE CONTENT/OUTLINE:
The Year 10 Music program is designed for a two semester course. The units covered could include:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Music in Advertising</td>
<td>The Blues (A Jazz Unit)</td>
</tr>
<tr>
<td>Revise and establish aural, theoretical and</td>
<td>To develop a knowledge and understanding of the</td>
</tr>
<tr>
<td>musicianship skills and prepare students for</td>
<td>methods of blues music.</td>
</tr>
<tr>
<td>the forthcoming units and continuous assessment</td>
<td>This includes developing knowledge of improvisation</td>
</tr>
<tr>
<td>of musicianship.</td>
<td>and musicianship associated with the genre.</td>
</tr>
<tr>
<td>Develop knowledge and skills associated with</td>
<td></td>
</tr>
<tr>
<td>organising and participating in a live event.</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:
Each Semester students are required to complete a Composing task, an Analysing response, at least one Performance, and engage in written and practical aural and musicianship tasks.

Criteria for Year 10 music assessment is based on the Standards outlined in QSA’s Year 10 Guidelines for Music which includes Knowing, Composing, Analysing, Performing and Reflecting.
- **Knowing** – this involves the demonstration of knowing and understanding the essential skills, terminology and elements studied as part of the Music course.
- **Composing** - this involves the creation of music through the manipulation of musical elements and compositional devices within a style, genre and/or context
- **Analysing Repertoire** - involves the deconstruction and evaluation of musical elements and compositional devices used in musical works often within a context, style and/or genre.
- **Performing** – involves the practical interpretation musical works, and presenting them to an audience. Some performing tasks could be assessed at evening concerts.
- **Reflecting** – this involves students reflecting on their own thinking and learning in contexts such as composing and performing

COST AND/OR ESSENTIAL EQUIPMENT:
An Exercise book to write notes, a Manuscript book (music lines), a clear display folder and a USB storage device and earphones. There may be at least one curriculum-based excursion each year. The Excursion may incur a cost.

STUDENT ELIGIBILITY / PREREQUISITES:
- Though there is no mandatory pre-requisite to enroll in Year 10 Music, it is recommended that students have achieved at least a Sound Achievement (C) in Year 8 or 9 Music, and have an interest in developing instrumental and/or vocal skills.
- Students are also strongly encouraged to enrol in the Instrumental Music program and co-curricular music ensembles that include Concert Band, Strings Ensemble, Jazz Ensemble and Show Choir
- Students need to participate in the student resource hire scheme to access the necessary resources for this subject.
ROBOTICS - MULTIMEDIA (CRM)

COURSE OVERVIEW
This course leads to the Authority subjects of Information Technology Systems (ITN) and Information Processing Systems (IPT) in years 11 and 12. It can also lead to the non-authority subject Information Communication and Technology (ICT).

LEARNING OUTCOMES:
CRM is a course that aims to give you real world skills in the use of a range of ICT software and hardware. This course has a high emphasis on problem solving skills and team collaboration. You will learn software engineering skills, programming and system analysis and design. After the completion of this 12 month course you will be eligible to undertake the ITS, IPT or ICT courses in Year 11 and 12. It is highly recommended that any student who has an aptitude for using computers considers this course.

COURSE CONTENT/OPTIONAL:
The following units will be covered, but not necessarily in this order.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Robotics</strong></td>
<td><strong>Copyright</strong></td>
</tr>
<tr>
<td>• Use and control the Lego mind-storms RCX and NXT</td>
<td>• Develop knowledge of Intellectual Property and</td>
</tr>
<tr>
<td>robotic control units for programming tasks.</td>
<td>Copyright regulations as pertaining to the IT</td>
</tr>
<tr>
<td>• Develop knowledge of algorithms, flow charts.</td>
<td>industry.</td>
</tr>
<tr>
<td>Investigate moral implications of robotics in</td>
<td>• Learn advanced skills in presentation production.</td>
</tr>
<tr>
<td>society.</td>
<td></td>
</tr>
<tr>
<td><strong>Multimedia</strong></td>
<td><strong>Game Design</strong></td>
</tr>
<tr>
<td>• Use of contemporary software’s for still image</td>
<td>• Learn the DDE (Design Develop Evaluate) cycle.</td>
</tr>
<tr>
<td>manipulations. Students will use industry standard</td>
<td>• Develop a game product using software that is suited to</td>
</tr>
<tr>
<td>Adobe Fireworks to reproduce a set of tasks.</td>
<td>a target audience.</td>
</tr>
</tbody>
</table>

ASSESSMENT:
• Term 1 – Portfolio of tasks, Practical and Written tasks
• Term 2 - Portfolio of tasks, Practical and Written tasks
• Term 3 - Portfolio of tasks, Practical and Written tasks
• Term 4 - Portfolio of tasks, Practical and Written tasks

ADDITIONAL COST AND/OR ESSENTIAL EQUIPMENT:
Every student who does this course needs a separate USB stick for compilation of folios and assessment tasks. A 2GB sized stick is sufficient size for the whole year’s work in this class.

STUDENT ELIGIBILITY / PREREQUISITES:
This 12 month course is highly advisable for any students wishing to undertake an IT based course in year 11/12 or further study.
COURSE OVERVIEW

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises. It leads to authority (OP) subjects of Biology, Chemistry, Physics, Science 21 and non-authority subject Science in Practice.

LEARNING OUTCOMES:

Students develop the ability to:

- Understand inheritance, develop a knowledge of the nature of genes and DNA and explore the ethics of gene manipulation. They develop an understanding of the theory of evolution by natural selection and biodiversity.
- Identify patterns in atomic structure and predict products of chemical reactions using the periodic table. They will build on this knowledge to examine chemical reactions and ways in which rates of reaction can be changed.
- Understand the motion of different objects, collect quantitative data and apply the laws of physics to describe motion. They will explore conservation of energy and energy-force relationships and apply them to everyday situations.
- Examine the Big Bang theory and features of the universe and use secondary data to describe changes in astronomical phenomena. They will examine the cause and effect of changes in global systems and recognize the effects of human activity on the planet.
- Develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations they will take into account the need for accuracy, safety, fairness, ethical actions and collaboration.
- Identify where digital technologies can be used to enhance the quality of investigations and communicate using scientific language and representations appropriate to the content.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life blueprints</strong> - In this unit, students investigate the importance of DNA and genes in controlling characteristics of organisms. They explore the ethics of genetic manipulation.</td>
<td><strong>Moving along</strong> - In this unit, students explore the motion of different objects. They design and implement an investigation to collect quantitative data and apply the laws of physics to describe motion.</td>
</tr>
<tr>
<td><strong>Life evolves</strong> - Students use a knowledge of genetics and DNA to develop an understanding of the theory of evolution by natural selection, and biodiversity.</td>
<td><strong>Energy of motion</strong> - Students explore conservation of energy and energy-force relationships. They apply these to everyday situations.</td>
</tr>
<tr>
<td><strong>Chemistry isn't magic</strong> - In this unit, students identify patterns in atomic structure that allow prediction of the products of chemical reactions and are reflected in the Periodic Table.</td>
<td><strong>The universe</strong> - In this unit, students examine the Big Bang theory and features of the universe. They use secondary data to describe changes in astronomical phenomena.</td>
</tr>
<tr>
<td><strong>Chemical reactions matter</strong> - Students design and implement an investigation to build on knowledge gained to examine chemical reactions used to create products and ways in which rates of reaction can be changed.</td>
<td><strong>Global systems</strong> - Students examine the cause and effect of changes in global systems and recognize the effects of human activity on the environment.</td>
</tr>
</tbody>
</table>

ASSESSMENT:

- Semester 1: 2 supervised tests, a research assignment and an extended experimental investigation.
- Semester 2: An extended experimental investigation & 2 supervised tests

COST AND/OR ESSENTIAL EQUIPMENT:

Students will need a calculator and ruler throughout the year.

STUDENT ELIGIBILITY / PREREQUISITES:

All students must study year 10 Science according to the National Curriculum.
YEARS 11 & 12

OP SUBJECTS
OVERVIEWS

Note: Not all OP subjects are available for all students. Students must carefully check the subject selection form for their chosen pathway to see which subject options are available.
ACCOUNTING (ACC)
Not offered in 2018

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW:
Accounting is a QCAA Authority subject that can contribute to a student’s OP calculation. Students will develop an understanding of the concepts of accounting as well as practical applications. The study of accounting promotes the development of logical reasoning, effective communication, analysis and interpretation, numeracy and complex problem solving.

LEARNING OUTCOMES:
Students develop an understanding of the concepts of accounting as well as practical applications. The study of accounting promotes the development of logical reasoning, effective communication, analysis and interpretation, numeracy and complex problem solving. Accounting provides an excellent platform for students interested in studying business at a tertiary level or entering the business workforce. It provides students with a strong core of academic and professional skills and can be of benefit in their future study, work and personal commitments.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| • Foundation Studies  
• Core Studies 1  
• Accounting for Cash  
• Internal Controls | • Core Studies 2  
• Accounting for Inventories  
• Spreadsheeting  
• Accounting for Accounts receivable | • Budgeting (using spreadsheet)  
• Accounts for Non-current assets  
• Accrual Accounting | • Integrated Accounting package (MYOB)  
• Managerial Decision Making  
• Personal Finance and investing. |

ASSESSMENT:
• The assessment tasks will vary from semester to semester but there are three major assessment tasks which will be completed each semester.
• This includes Practical Tests, Written exams (short response questions and extended response (700 words); Examinations may be seen or unseen. Practical exams include use of spreadsheets and MYOB.

The assessment tasks assess the criteria:
• **Knowledge and procedural practices** requires students to explain and apply fundamental accounting concepts and procedures to a broad range of accounting information in routine situations.
• **Interpretation and evaluation** requires students to analyse a variety of accounting situations, develop logical arguments and communicate a justified position.
• **Applied practical processes** require students to synthesise challenging practical accounting situations by recording, processing and reporting accounting information.

COST AND/OR ESSENTIAL EQUIPMENT:
An A4 book for writing and notes; A4 display folder, special accounting paper (journal and treble cash) in loose sheets or books. A calculator is essential. Students need to be part of the Resource Hire Scheme to access specialist textbooks. USB stick (2 G minimum).

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
• Students should have at least a C rating in both English and Maths from Year 10.
• Note that Semester 1 (Foundation Studies) is critical to the understanding of the course; students will not be able to transfer into the course after Semester 1.
• As Accounting requires a large amount of practice on practical problems, students need to be aware that the homework required is 2 – 3 hours minimum per week.
ANCIENT HISTORY (AHS) Not offered in 2018

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>$20 Excursion</td>
<td>≥ C Yr 10 English</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
The Humanities' subjects are suitable for students with a strong interest and talent in the social sciences, an interest in the history of humanity and who want to develop higher order thinking skills, critical thinking and advanced literacy skills. An excellent preparatory subject for university courses, the subject 'Ancient History' introduces students to key concepts, personalities, events and civilisations between 10,000 BCE and 500 CE; while building skills in inquiry, research, interpreting, analysing, evaluating and creating a sustained argument.

LEARNING OUTCOMES:
Through reading, writing, researching and hypothesising students will be:
• Studying human societies and their achievements
• Using the analytical and problem solving techniques of the social science disciplines
• Gaining a critical understanding of the values underpinning both the study of social behaviour and the actions of those within the society
• Understanding how our understanding of events in history are created by sources of information about them

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>

ASSESSMENT:
The assessment tasks will come from 4 categories of assessment in varying order:
• Category One Exam: Essay Exam in response to sources
• Category Two Assignment: Independent Written Research Assignment
• Category Three Assignment: Independent Spoken Research Assignment
• Category Four Exam: Short Response Test

The assessment tasks assess the criteria:
• Planning and Using an historical Research Process
• Forming historical knowledge through critical inquiry
• Communicating Historical Knowledge

COST AND/OR ESSENTIAL EQUIPMENT:
Resource Hire Levy is essential, A4 Notebook and 64 page research notebook

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
Students must gain a result of at least a high C in Year 10 English
BIOLOGY (BSC) | OP | QCE Points | VET | Additional Costs | Prior Study
--- | --- | --- | --- | --- | ---
Yes | 4 | No | $140 Excursion | High C Yr 10 English & Science

**COURSE OVERVIEW**

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. An understanding of these processes and systems requires integration of many branches of knowledge. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will also provide a foundation for students to critically consider contemporary biological issues and to make informed decisions about these issues in their everyday lives.

**Learning Outcomes:**

Students develop the ability to:

- Acquire knowledge and construct understanding of the principles of living things
- Apply this knowledge to make informed judgements about living things based on sound reasoning and in problem-solving
- Operate scientific equipment and technology safely and manipulate and review any data generated by their use
- Analyse and evaluate the interrelationships involved in Biology and make justified predictions, conclusions and recommendations regarding a real-life situation

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitter, faster, stronger: A unit on human anatomy and physiology</td>
<td>Australia’s ecosystems: A study of ecosystems that includes diversity, human influence and conservation. <strong>It also includes a mandatory field study camp at Hastings Point</strong></td>
<td>Study of cells: Cell processes and genetics including the study of the latest research developments in the area.</td>
<td>Diseases Alert! Study of diseases including infectious, lifestyle and genetic. <strong>Evolution Down Under: A study of evolution as it applies to Australia.</strong></td>
</tr>
<tr>
<td>Green thumbs: A unit on plants and plant diversity.</td>
<td>Human reproduction: A study of the latest methods of fertility treatments</td>
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</tr>
</tbody>
</table>

**ASSESSMENT:**

- **Semester 1:** 1 supervised assessment (test) and an extended experimental investigation.
- **Semester 2:** An extended research task on field work and a supervised assessment (test).
- **Semester 3:** 1 supervised assessment (test) and an extended experimental investigation.
- **Semester 4:** An extended research task and a supervised assessment (test).

The assessment tasks assess the criteria:

- Knowledge and understanding of Biology concepts and apply this knowledge to solve problems and explain Biological processes (UB).
- Carry out both non-experimental and experimental investigations in Biology to collect and present primary and secondary data and analyse the data, evaluate it and make conclusions regarding the validity of the data (IB).
- Ability to embrace current biological understandings and ideas to evaluate the effects of their application on present-day and future society (EBI).

**COST AND/OR ESSENTIAL EQUIPMENT:**

Cost of an overnight camp to complete 10 hours mandatory field studies as set out in the QCAA syllabus. The cost is approximately $130 which covers travel, food, accommodation and activities.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**

Biology contributes 4 points to the Queensland Certificate of Education.

**STUDENT ELIGIBILITY / PREREQUISITES:**

- Students need to have gained a high C in year 10 Science and English
- Biology is a recommended precursor to tertiary studies in subjects with a high demand in Science, especially in the areas of health, nursing, medicine, veterinary, environmental science and physiotherapy.
BUSINESS MANAGEMENT (BMN) | OP | QCE Points | VET | Additional Costs | Prior Study
--- | --- | --- | --- | --- | ---
Yes Authority Subject | 4 | No | $35 Excursion | ≥ C Yr 10 English

COURSE OVERVIEW
Australian business organisations have a leading position in society, and in personal and professional life. Through this course, young people have the opportunity to develop an appreciation of issues challenging business organisations and managers locally, nationally and globally. Business Management builds students’ understanding of the important role that managers play in a business that varies in size and nature.

LEARNING OUTCOMES:
A course of study in Business Management can establish a basis for further education and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management. Students apply their knowledge and understanding of the main functions of businesses to practical and authentic situations as they develop innovative and creative feasibility studies or undertake business ventures.

COURSE CONTENT:

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<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Management Practices</td>
<td>• Human Resources Management</td>
<td>• Financial Management</td>
<td>• Social &amp; Ethical Responsibility</td>
</tr>
<tr>
<td>• Retail Marketing Management</td>
<td>• Business Development &amp; Technology</td>
<td>• Operations Management</td>
<td>• Internal Business Management</td>
</tr>
</tbody>
</table>

Business Management involves learning experiences that enable students to apply management understandings to authentic business management contexts. There are 6 areas of study that students will undertake over the two year course: management practices, marketing management, operations management, human resource management, financial management & business development.

ASSESSMENT:
The assessment tasks will vary from semester to semester and include short and extended response exams, seen and unseen reports, and feasibility studies.

The assessment tasks assess the following dimensions:
- **Dimension 1: Knowing & understanding Business Management** - involves the definition and use of business management terms, concepts and theories, and the explanation of management processes as students describe business situations.
- **Dimension 2: Applying & analysing management strategies** - involves students using their knowledge to identify issues in business situations, and analyse business information and management strategies to interpret trends, patterns and relationships.
- **Dimension 3: Evaluating & communicating management strategies** - involves students evaluating the effectiveness of management strategies to formulate and communicate recommendations.

COSTS OR ESSENTIAL EQUIPMENT:
The current (2016) text book is listed below, however a new text book could be chosen for 2016 to complement the new syllabus.


CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
Students should have a minimum of a C rating (Pass) in Year 10 Authority English.
CHEMISTRY (CHM) | OP | QCE Points | VET | Additional Costs | Prior Study |
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</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>$35 Excursion</td>
<td>High C Yr 10 English &amp; Science</td>
<td></td>
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</tbody>
</table>

COURSE OVERVIEW
Chemistry involves the study of the material universe. It provides an opportunity for students to learn about, interact with and explore matter. It develops their ability to access, process and communicate chemical information so that they might be culturally and scientifically informed and aware. They need to be able to use scientific formulae, analyse and explain content and be committed to studying at home including homework.

LEARNING OUTCOMES:
Students develop the ability to
• acquire knowledge and construct understanding of the principles of Chemistry and apply this knowledge to make informed judgements based on sound reasoning and problem-solving.
• operate chemical equipment and technology safely and manipulate and review any data they have generated by their use.
• analyse and evaluate the chemical interrelationships involved in Chemistry and make justified predictions, conclusions and recommendations regarding a real-life situation. They must be able to communicate chemical information in a variety of ways.

COURSE CONTENT/OUTLINE:

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<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
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</thead>
<tbody>
<tr>
<td>• Introduction to chemical structure and reaction</td>
<td>• Study of properties of metals, their extraction, their corrosion and chemical reactions.</td>
<td>• Study of fossil fuels, use of biofuels and other alternatives and the properties of organic compounds</td>
<td>• Experimental analysis of food or drink to determine contents using volumetric or gravimetric analysis in extended experimental investigation.</td>
</tr>
<tr>
<td>• Study of properties of water, solubilities of solids and solution concentrations</td>
<td>• Study of gases in the air, the Gas Laws and their application to use of gases in industry.</td>
<td>• Study of contents of drinks such as CO₂, esters as flavours, acids and bases and ethanol.</td>
<td>• Study of rate of reaction and equilibrium reactions using industrial chemistry.</td>
</tr>
</tbody>
</table>

ASSESSMENT:
• Semester 1: 2 supervised assessments (test) and an extended research task.
• Semester 2: An extended experimental investigation and a supervised assessment (test).
• Semester 3: An extended research task and 2 supervised assessments (test).
• Semester 4: An extended experimental investigation and a supervised assessment (test).

The assessment tasks assess the criteria:
• Knowledge and understanding of Chemistry concepts and the ability to use this knowledge and understanding. (KCU)
• Carry out both non-experimental and experimental investigations in Chemistry to collect primary and secondary data, present it in a variety of ways and analyse the data to identify relationships, patterns and anomalies. (IP)
• Evaluate data, predict outcomes and make justified conclusions and recommendations regarding chemical phenomena and scientific data and communicate this information in a variety of ways. (E & C)

COST AND/OR ESSENTIAL EQUIPMENT:
Scientific calculator - a graphics calculator used for Mathematics B and C is also suitable.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
• Students need to have gained a high C in year 10 Science, English and Mathematics
• Chemistry is a recommended precursor to tertiary studies in subjects with a high demand in Science, especially in the areas of science, health, nursing, medicine, physiotherapy, mining and engineering
DANCE (DAN) Not offered in 2018

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Dance provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring the relationship between both practical and theoretical aspects of dance. There are many possible career paths in the dance industry from professional dancer, choreographer or critic to events management careers, school liaison or various types of dance teacher. The skills acquired in dance (such as an ability to work in a group, independent thought, creative thinking, presentation skills and critical written and visual analysis) are life skills which can be applied to almost any career. It is heavily contemporary dance orientated (50%) and requires good co-ordination, flexibility and strength. To be successful, students will need to have an ability to work independently on creative projects, be comfortable performing and be of good physical health. It is also recommended that students taking this course also study Authority English.

LEARNING OUTCOMES:
- an ability to work as a creative and complex thinker
- an ability to communicate ideas effectively and creatively
- an awareness of the world around them as reflective and independent learners
- an appreciation for dance throughout history in a variety of genres and styles
- an awareness of social and political modern history and how this affected the art world
- confidence in performance and choreographic skills
- an awareness of their own body
- an ability to critically reflect on and appreciate dance works

COURSE CONTENT/OPTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<th>SEMESTER 4</th>
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<tbody>
<tr>
<td>DANCE ON SCREEN</td>
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<tr>
<td>Exploration of the fundamentals of Choreography, Performance and Appreciation through a focus on how dance is used in the medium of film and television.</td>
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<tr>
<td>EVOLUTION</td>
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<tr>
<td>A retrospective look at the evolution of dance from court ballet to modern dance.</td>
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<tr>
<td>DANCE GENRES:</td>
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<tr>
<td>- Classical Ballet</td>
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<td></td>
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<tr>
<td>- Early Modern Contemporary</td>
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</tbody>
</table>

| OUR CULTURE  |
| Dance in different cultures and contexts. A focus on students own culture through Australian indigenous perspectives |
| DANCE GENRES: |
| - cultural dances |

| DANCE.COM  |
| Examine the use of various forms of technology in dance. |
| DANCE GENRES: |
| - students own choice |
| - contemporary |

DANCE FOR CHANGE  |
Using dance as a communicative agent for social and political comment. |
DANCE GENRES:  |
- Contemporary

LEGACY  |
A chance to leave their Legacy as a dancer at WSC through performance of their own choice at Night Of Dance.

ASSESSMENT:
Assessment is undertaken in three areas:
- Performance - based on technique, body alignment, coordination and control. Presenting learnt dances.
- Choreography - managing and manipulating the dance components. Creating own dances.
- Appreciation - writing about and discussing dance works. Extended written analysis.

COST AND/OR ESSENTIAL EQUIPMENT:
- Appropriate dance clothing: Black leggings (girls) black track pants (boys) and black fitted t-shirt or singlet.
- Ability to supply own music for choreography (CD’s or MP3 player) and AUX cord (Ipod to stereo connection).
- A4 lined notebook.
- Students may be required to purchase basic items for costumes at end of year.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
- It is recommended that students have achieved at least a C in Year 10 English, study English Authority and also have gained a result of at least a C in Year 10 Dance or have studied dance outside of school
- Good physical health, strength, flexibility and co-ordination.
**DRAMA (DRA)**
Not offered in 2018

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW**
Drama provides a medium for exploration, social criticism, celebration and entertainment. The senior course offers opportunities for students to develop acting skills, perform to live audiences, critique professional work, create and communicate meaning, explore emotions, work in teams and increase personal awareness and confidence.

**LEARNING OUTCOMES:**
Students will:
- acknowledge and engage with drama as aesthetic learning
- appreciate the benefits of group work for collaborative learning and task management
- appreciate the benefits of working independently for autonomous learning and self-management
- have a commitment to and respect for diversity
- respect their own and others’ personal aesthetics
- view, enjoy and appreciate live performance as an enriching experience
- acknowledge and be confident in their own creative and critical abilities
- value the diversity of drama in different cultures, times and contexts.

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
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</thead>
<tbody>
<tr>
<td><em>Let’s Be Goth –</em> Australian and Gothic Drama</td>
<td><em>Let’s Get Physical –</em> Physical Theatre &amp; ensemble training</td>
<td><em>Let’s Be Frank –</em> Community &amp; Cultural Theatre for social change</td>
<td><em>Year 12 Production –</em> ‘Crestacular’ – a modernisation of a Heritage text, performed to a live audience</td>
</tr>
<tr>
<td><em>Let’s Be Real –</em> Realism, acting skills and design</td>
<td><em>Let’s Be Cross –</em> focus on many different types of contemporary theatre &amp; technologies</td>
<td><em>Let’s Have Manners –</em> Classical Theatre styles and Comedy of Manners</td>
<td><em>Let’s Be Critical –</em> Extended Study of chosen theatre style</td>
</tr>
<tr>
<td><em>Let’s Have Manners –</em> Classical Theatre styles and Comedy of Manners</td>
<td><em>Let’s Be Cross –</em> focus on many different types of contemporary theatre &amp; technologies</td>
<td><em>Let’s Be Frank –</em> Community &amp; Cultural Theatre for social change</td>
<td><em>Let’s Be Honest –</em> Audition preparation</td>
</tr>
</tbody>
</table>

**ASSESSMENT:**
Assessment is undertaken in three areas and each area assesses a number of criteria:

*Presenting* (using acting techniques)
- select and use dramatic languages informed by the dramatic perspectives to demonstrate a knowledge and understanding of the purpose and function of drama
- communicate action and intended meaning to an audience
- demonstrate planned and rehearsed skills of performance.

*Forming* (managing a range of dramatic forms)
- demonstrate knowledge and understanding of the dramatic languages informed by the dramatic perspectives
- explore and interpret ideas to create and shape dramatic action
- manage and apply the dramatic languages, experimenting and making judgments about dramatic action and meaning.

*Responding* (writing about and analysing dramatic works)
- demonstrate knowledge and understanding of the dramatic languages and dramatic perspectives to communicate a position about dramatic meaning and action
- analyse, synthesise, evaluate and reflect on dramatic action to interpret dramatic meaning.

**COST AND/OR ESSENTIAL EQUIPMENT:**
An A4 book for writing and Drama ‘blacks’ (long sleeved black shirt and slim, long black pants). Students need to be part of the Resource Hire Scheme to access scripts and textbooks.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

**STUDENT ELIGIBILITY / PREREQUISITES:**
- Students should be passing English, as this is an Authority subject.
- Homework commitment is at least 2 ~ 3 hours per week
- It is recommended (but not compulsory) that a student has obtained a pass in at least 1 semester of year 10 Drama before 11/12.
COURSE OVERVIEW
Authority English is designed to prepare students for the challenges of tertiary study. In Year 11 students will investigate and analyse a variety of classic and contemporary texts. Year 12 mirrors the Year 11 program further extending their knowledge and skill development. Students are expected to respond to a variety of texts in a variety of mediums.

LEARNING OUTCOMES:
By the conclusion of the course through reading, viewing, writing, designing, listening and speaking/signed students should:

- Understand how texts are structured and organised and apply this knowledge to produce different types of texts for particular purposes.
- Understand and control textual features e.g. Grammar, punctuation, vocabulary and mode appropriate features.
- Create and evaluate texts to demonstrate how meaning is made.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td><strong>Unit 1.</strong></td>
<td><strong>Unit 3.</strong></td>
<td><strong>Unit 1.</strong></td>
<td><strong>Unit 3.</strong></td>
</tr>
<tr>
<td>Snapshots of Oz.</td>
<td>Classic Stories.</td>
<td>Shakespeare’s Not</td>
<td>Dystopian Futures.</td>
</tr>
<tr>
<td>Representations of</td>
<td>Novel study of a</td>
<td>Dead. Study of</td>
<td>Film and Novel study</td>
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<tr>
<td>Australian identity</td>
<td>literary classic.</td>
<td>Macbeth or Hamlet</td>
<td>Brave New World</td>
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<tr>
<td><strong>Unit 2.</strong></td>
<td><strong>Unit 4.</strong></td>
<td><strong>Unit 2.</strong></td>
<td><strong>Unit 4.</strong></td>
</tr>
<tr>
<td>Snapshots of the</td>
<td>Worldly Poets.</td>
<td>Voices from the</td>
<td>Your Future.</td>
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<tr>
<td>World. Media</td>
<td>Poetry Study.</td>
<td>past. Film or Play</td>
<td>Inspirational view</td>
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<tr>
<td>Representations of</td>
<td></td>
<td>study</td>
<td>of the future.</td>
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<tr>
<td>global issues</td>
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</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester but in Yr11 there are 5 major assessment tasks. In Yr12 there are 6 major assessment tasks made up of:

- Two exams (one seen Feature Article, one unseen Analytical Expository Essay)
- Three spoken presentations
- One Short Story assignment

The assessment tasks assess the criteria:

- Understanding and responding to contexts
- Understanding and controlling textual features
- Creating and evaluating meaning

COST AND/OR ESSENTIAL EQUIPMENT:
An A4 book for writing and notes; membership of the Resource Scheme is essential.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject. Completing at least one semester at Sound Achievement or higher will also satisfy the QCE Literacy requirement.

STUDENT ELIGIBILITY
Students must gain a result of at least a high C in Year 10 English
COURSE OVERVIEW

Film, Television and New Media provides opportunities for students to learn how to view, read, and analyse a variety of media texts. Assessment focuses on the creation of short films, video clips, and montages, through three components: Design, Production and Critique. Students choosing this subject should have competent literacy skills.

LEARNING OUTCOMES:

Students develop:

- Opportunities to design, produce and critique products and their contexts of production and use
- Higher-order cognitive and critical literacy skills related to moving-image media production and use
- Skills to generate and experiment with ideas by using technology to express themselves as citizens, consumers and imaginative beings
- Personal skills including self-discipline, problem solving, project management and the ability to work individually and collaboratively to achieve goals
- Ability to broaden their knowledge and understanding of the history, evolution and practices of the rapidly expanding moving-image media industries

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td>The Language of film</td>
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<td>Genre Films</td>
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<td>Pre Production Techniques</td>
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<td>Post Production Techniques</td>
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<tr>
<td>The History of Cinema</td>
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<td>The Hollywood Genre Film</td>
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<td>Hollywood in the Digital Age</td>
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<td>Australian Documentary</td>
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<td>Documentary Filmmaking</td>
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<td>Australian Television Broadcasting</td>
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<td>Television Genres</td>
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<tr>
<td>Television Pre Production Techniques</td>
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<td>Television Production Techniques</td>
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<tr>
<td>Television Post Production Techniques</td>
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<td>Avant Garde Cinema</td>
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<td>Foreign Cinema</td>
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<td>Film Movements</td>
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<td>Short Films</td>
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<td>Film Pitches</td>
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<tr>
<td>Short Film Design, Production and Exhibition</td>
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<td>Media Ownership</td>
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ASSESSMENT:

- 2 Design Assignments: Storyboard & Script
- 2 Production Assignments: Genre Film & Documentary
- 2 Critique Assignments: Comparative Essay & Digital Technology Presentation

The assessment tasks assess the criteria:

- **Design**: Students apply key concepts to create proposals for productions using preproduction formats
- **Production**: Students apply key concepts to create products using production practices
- **Critique**: Analysis and evaluation of a product and/or the contexts of production and use

COST AND/OR ESSENTIAL EQUIPMENT:

An A4 book for writing and notes; an SD card and 8GB USB. Students need to be part of the Resource Hire Scheme to access set textbooks and film related production equipment.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION

If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:

- It is recommended that students obtain at least a high C in Year 10 English.
- A solid commitment to subject tasks outside of school hours is required as quality film production demands significant allocation of time.
GEOGRAPHY (GEG)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Excursion $140</td>
<td>≥ C Yr 10 English</td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW**

Geography is concerned with people in varied environments around the world and draws on a wide range of knowledge from the natural and social sciences. Studies in geography help students understand differences in quality of life amongst people of the world and the impact of human activities on the earth’s varied environments.

**LEARNING OUTCOMES:**

Geography pursues inquiries that involve students in active investigations such as fieldwork use of technologies and ICTs, surveys, interviews, and working with maps, statistics, photographs or satellite images. Discussion and presenting reports engage students in an active learning process that broaden their perspectives of the world.


**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| Theme 1: Managing the Natural Environment  
  • Focus Unit 1: Responding to Natural Hazards  
  • Focus Unit 2: Managing Catchments | Theme 2: Social Environments  
  • Focus Unit 3: Sustaining Communities  
  • Focus Unit 4: Connecting People and Places | Theme 3: Resources and the Environment  
  • Focus Unit 5: Living with Climate Change  
  • Focus Unit 6: Sustaining Biodiversity | Theme 4: People and Development  
  • Focus Unit 7: Feeding the World’s People  
  • Focus Unit 8: Exploring the Geography of Disease |

**ASSESSMENT:**

Four assessment tasks which will be completed each semester:

- Short Response Tests (one for each Focus Unit) and, in addition,
  - Two assessment tasks chosen from the following: Report, Stimulus Response Essay or Practical Exercises

The assessment tasks assess the criteria:

- Knowledge
- Analytical Processes
- Decision Making processes
- Research and Communication

**COST AND/OR ESSENTIAL EQUIPMENT:**


A minimum of 20 hours (four school days) must be spent in field studies across the two years of study so the cost of field trips will vary from year to year. In addition, a minimum of 40 hours must be spent in the use of technologies over the two years of study

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**

If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

**STUDENT ELIGIBILITY / PREREQUISITES:**

Students must gain a result of at least a high C in Year 10 English.
INFORMATION TECHNOLOGY SYSTEMS (ITN)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>High C Yr 10 English</td>
</tr>
</tbody>
</table>

**COURSE OVERVIEW**
The primary outcome of this course is to prepare students for entry to a university level degree course in Information Technology. The subject, Information Technology Systems (ITN), is a practical discipline which seeks to prepare students to meet rapid changes and be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings of the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks. Fluency with IT allows students to focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication, the development of productive relationships with clients, and consideration of the social and ethical issues related to their studies.

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hardware Familiarisation</td>
<td>• Design Develop Evaluate process</td>
<td>• Security issues</td>
<td>• HTML coding</td>
</tr>
<tr>
<td>• Internal components of a PC</td>
<td>• Helpdesk Implementation</td>
<td>• Backups</td>
<td>• Imaging software</td>
</tr>
<tr>
<td>• Policy and procedures</td>
<td>• Database control</td>
<td>• Data corruption</td>
<td>• Partitioning</td>
</tr>
<tr>
<td>• OHS</td>
<td>• Software installation</td>
<td>• Network configuration</td>
<td>• Futuristic Trends</td>
</tr>
</tbody>
</table>

The course has been organized using the following five (5) elements:-
- The problem-solving process (Design, Develop, Evaluate)
- Project and team management
- Theory and techniques
- Client relationships
- Social and ethical Issues.

**ASSESSMENT:**
- **Semester 1:** Exam, Writing Task
- **Semester 2:** Major Project, Minor Project, Oral Presentation
- **Semester 3:** Minor Project, Exam, Writing Task
- **Semester 4:** Major Project, Oral Presentation

Assessment techniques: Supervised written, extended response and product

1. Knowledge and communication
   - define, explain and use IT terms, concepts and principles
   - communicate concepts, principles and design processes using mode, genre and language conventions.

2. Design and development
   - analyse client needs, purpose and scenarios to inform the design plan
   - synthesise information to design solutions
   - develop and test components to refine solutions.

3. Implementation and evaluation.
   - use technical skills and resources to present a solution
   - evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.

**COST AND/OR ESSENTIAL EQUIPMENT:**
It is mandatory that students have a USB stick for the duration of this course. Regular access to a computer is also strongly recommended.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

**STUDENT ELIGIBILITY / PREREQUISITES:**
It is highly recommended that students have studied a year 10 computing subject and performed exceptionally well. A high C in both English and Mathematics is also highly recommended. Students should have strong skills in both oral and written communication. Students also need to have the ability to problem solve and think laterally.
### INFORMATION PROCESSING TECHNOLOGY (IPT)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>High C Yr 10 English and Maths</td>
</tr>
</tbody>
</table>

#### COURSE OVERVIEW

IPT is studied through the Brisbane School of Distance Education (BSDE). Students attend two one hour lessons per week through on-line delivery. These classes are generally conducted before school at 8 am. They have email access to a teacher and are supervised by a study coach at school. To succeed at Virtual learning, students need to be organised and know how to manage time and work without direct teacher supervision.

#### LEARNING OUTCOMES:

The primary outcome of this course is to prepare students for entry to a university level degree course in Information Technology. Information Processing & Technology (IPT) deals with creation, manipulation, storage, retrieval and communication of information. The subject involves algorithms (structured problem solving), software programming, relational information systems (databases), structured query language (SQL), human-computer interaction and social & ethical issues. IPT enables students to program the computer to create applications, rather than use applications.

#### COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to programming and algorithms (1)</td>
<td>• Programming and algorithms (2)</td>
<td>• Database theory – SQL (3)</td>
<td>• Online databases and interfaces</td>
</tr>
<tr>
<td>• Introduction to Database theory - SQL (1)</td>
<td>• Database theory – Information systems (2)</td>
<td>• Programming and algorithms – Robotics &amp; Experts Systems (3)</td>
<td>• Neural Networks</td>
</tr>
</tbody>
</table>

#### ASSESSMENT:

- **Semester 1:** 2 supervised assessments (exams).
- **Semester 2:** A project and an extended written assessment.
- **Semester 3:** An extended written assessment and 2 supervised assessment (exams)
- **Semester 4:** 2 projects.

Assessment tasks assess the criteria:

1. **Knowledge**  Students should have:
   - knowledge and understanding of information technology terminology, concepts and principles (declarative knowledge)
   - ability to apply these concepts and principles in practice (procedural knowledge).

2. **Research & development**  Students should be able to:
   - analyse problems and/or situations and determine their suitability for solution using information technology
   - design, develop and evaluate solutions to problems using information technology
   - make informed judgments about the interactions between information technology and individuals, and information technology and society
   - communicate technical ideas, design concepts, solutions and evaluations

#### COST AND/OR ESSENTIAL EQUIPMENT:

It is mandatory that students have a USB stick and a headset for the duration of this course. Regular access to a home computer is essential.

#### CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION

If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

#### STUDENT ELIGIBILITY / PREREQUISITES:

It is highly recommended that students have studied a year 10 computing subject and performed exceptionally well. A sound achievement in both English and Mathematics is also highly recommended. Students should have strong skills in both oral and written communication. Students also need to have the ability to problem solve and think laterally. Students must be able to work unsupervised, as classes are delivered through the virtual environment.
LEGAL STUDIES (LEG)
Not offered in 2018

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Authority Subject</td>
<td>4</td>
<td>No</td>
<td>$20 excursion</td>
<td>≥ C Yr 10 English</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes. In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society.

LEARNING OUTCOMES:
You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will also develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

COURSE CONTENT
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Legal System Introduction to Civil Obligations</td>
<td>Criminal Law (Human Rights)</td>
<td>Housing and the Law (Human Rights)</td>
<td>Family and the Law (Human Rights)</td>
</tr>
<tr>
<td>Civil Wrongs (Torts)</td>
<td></td>
<td>Independent Inquiry</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT
The assessment tasks will vary from semester to semester but there are three major assessment tasks which will be completed at least once each year.

Short response: Multiple choice; definition of terms; questions requiring short answers of up to 250 words; and response to stimulus questions.

Extended response: E.g. Word length for a task based on an unseen question should be 600–800 words in Year 11 and 800–1200 words in Year 12.

Inquiry Tasks: Written responses should range from 800–1200 words in Year 11, and 1000–1500 words in Year 12.

Assessment tasks could also include oral presentations, multi-modal presentations, independent in-depth research inquiry, debates, moot court, essays, webcast or podcast etc. The assessment tasks assess the following three dimensions of the course:

- Knowing and Understanding the Law
- Investigating Legal Issues
- Responding to the Law

ESSENTIAL EQUIPMENT
An A4 book for note taking. The current (2014) text books are listed below, however it is likely that a new text book will be chosen for 2016 to complement the new syllabus. It will be available from the school’s resource hire system, as are the current text books.


CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY/PREREQUISITES:
Students must gain a result of at least a high C in Year 10 English.
COURSE OVERVIEW
Mathematics A involves the study of four areas concerned with life-long needs for mathematics. These are Financial Mathematics, Applied Geometry, Statistics and Operations Research (Networks and Queuing). To be successful, students will need to have a good foundation in mathematics and be able to set out and explain work at a satisfactory standard. A commitment to homework is essential.

Learning Outcomes:
- a sound number sense and an ability to view and interpret the world from a quantitative perspective
- an awareness of the elements of chance which exist in some aspects of life and an ability to make decisions informed by this awareness
- an ability to manage their financial affairs to empower them to make informed consumer decisions
- an ability to visualise and represent spatial relationships in two and three dimensions
- an ability to comprehend mathematical information which is presented in a variety of forms to become informed and critical citizens.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| • Applying geometry and Trigonometry  
• Earning Money  
• Spending Money  
• Using and Displaying Data  
• Interpreting Plans and Drawings  
• Taxation and Budgeting  
• Latitude and Longitude  
• Comparing Data using graphs  
• Summarising Data  
• Interest and Inflation  
• Geometry of construction  
• Consumer Credit  
• Sample Statistics and Probability  
 Program A  
 Program B  |
|  
 Program A  
 Program B  |
|  
 Program A  
 Program B  |

ASSESSMENT: In each semester there will be:
- Mid and end of Semester Exams (Usually 2 papers 70 – 90 minutes in length)
- Alternative assessment – a report or an investigation (usually 2 – 3 weeks to prepare and in Semester 1 and 2 an in class test on the assignment).

The assessment tasks assess the criteria:
- Knowledge and procedures (KAPS) - this involves recalling and using results and procedures
- Modelling and problem solving (MAPS) - involve the uses of mathematics in which the students will model mathematical situations, solve problems and investigate situations mathematically.
- Communication and justification (C&J) - involve communication (both mathematical and everyday language), logical arguments, interpretation and justification of mathematics.

COST AND/OR ESSENTIAL EQUIPMENT:
An A4 book for writing and notes; a scientific calculator is essential. Students need to be part of the Resource Hire Scheme to access set textbooks. Graph paper, geometry equipment

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
Mathematics A contributes 4 points to the Queensland Certificate of Education. If a student gains a Sound Achievement in one semester, the student will also satisfy the Numeracy component of the Certificate.

STUDENT ELIGIBILITY / PREREQUISITES:
- Students must gain at least a C in Year 10 Mathematics to be eligible for Maths A in Year 11.
- Homework commitment is at least 2 – 3 hours per week
- Mathematics A is a pre-requisite for a number of TAFE and University courses, as well as a recommended precursor to further in the technical trades (e.g. toolmaking, fitting and turning, carpentry and plumbing etc.). Please check QTAC book for pre requisites for certain courses.
MATHEMATICS B (MAB) | OP | QCE Points | VET | Additional Costs | Prior Study
---|---|---|---|---|---
Yes Authority Subject | 4 | No | Nil | Pass Yr 10 Maths Extension

**COURSE OVERVIEW**
Mathematics B involves the study of higher level skills in mathematics. It is heavily algebra oriented and requires good analytical skills. To be successful, students will need to have a good foundation in algebra, be able to set out and explain work well and be committed to doing homework.

**Learning Outcomes:**
Students develop:
- broad mathematical knowledge and skills (including calculus and higher algebra skills)
- the ability to recognise when problems are suitable for mathematical analysis and solution, and be able to attempt such analysis and solve problems with confidence
- an awareness of the uncertain nature of their world and be able to use mathematics to help make informed decisions in life-related situations (Probability and statistics)
- an ability to comprehend mathematical information which is presented in a variety of forms
- an ability to communicate mathematical information in a variety of forms
- an ability to use mathematical procedures to justify conclusions

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear Functions (Part A)</td>
<td>Polynomial Functions</td>
<td>Exponential and Logarithmic functions (Derivatives)</td>
<td>Further Integration</td>
</tr>
<tr>
<td>Practical applications of Trigonometry</td>
<td>Exponential and Logarithmic Functions</td>
<td>Derivatives of Periodic Functions</td>
<td>Optimisation 2</td>
</tr>
<tr>
<td>Linear Functions (Part B)</td>
<td>Periodic Functions</td>
<td>Integration 1</td>
<td>Applied Statistical Analysis 2 (Normal Distribution)</td>
</tr>
<tr>
<td>Exploring Data</td>
<td>Rates of change 1</td>
<td>Optimisation 1</td>
<td>Further applications of Exponentials</td>
</tr>
<tr>
<td>Quadratic Functions</td>
<td>Rates of change 2 (Differentiation)</td>
<td>Applied Statistics 1 (Binomial Distribution)</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT:** In each semester there will be
- Mid and end of Semester Exams (Usually 2 papers 70 – 90 minutes in length)
- Alternative assessment – a report or an investigation (usually 2 – 3 weeks to prepare)

The assessment tasks assess the criteria:
- **Knowledge and procedures (KAPS)** - this involves recalling and using results and procedures
- **Modelling and problem solving (MAPS)** - involve the uses of mathematics in which the students will model mathematical situations, solve problems and investigate situations mathematically.
- **Communication and justification (C&J)** - involve communication (both mathematical and everyday language), logical arguments, interpretation and justification of mathematics.

**COST AND/OR ESSENTIAL EQUIPMENT:**
An A4 book for writing and notes; a scientific calculator is essential. Students need to be part of the Resource Hire Scheme to access set textbooks and a Graphics calculator. Graph paper, geometry equipment.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**
Mathematics B contributes 4 points to the Queensland Certificate of Education. If a student gains a Sound Achievement in one semester, the student will also satisfy the Numeracy component of the Certificate.

**STUDENT ELIGIBILITY / PREREQUISITES:**
- Students must be in the Extension Class in year 10 to be eligible for Year 11 Maths B and must gain a result of at least a high C.
- Homework commitment is at least 2 – 3 hours per week
Mathematics B is a recommended precursor to tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.
COURSE OVERVIEW
Mathematics C involves the study of higher level skills in mathematics. It must be studied with Maths B. Mathematics C is studied through the Brisbane School of Distance Education (BSDE). Students attend two one hour lessons per week through on-line delivery. Class times may be outside normal school times (e.g. before school at 8am). They have email access to a teacher and are supervised by a study coach at school. To succeed at Virtual learning, students need to be organised and know how to manage time and work without direct teacher supervision.

However, teachers are available to assist students on campus. To be successful, students will need to have a strong foundation in mathematics and have the ability to problem solve both simple and complex problems. Communication is a key section of the course.

Learning Outcomes:
Refer to Maths B outcomes
This is a companion subject to Mathematics B

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real Number system</td>
<td>• Complex Numbers 1</td>
<td>• Applications of Matrices</td>
<td>• Structures and Patterns</td>
</tr>
<tr>
<td>• Matrices and Applications</td>
<td>• Applications of Matrices</td>
<td>• Small changes and the derivatives</td>
<td>• Conics</td>
</tr>
<tr>
<td>• Structures and Patterns</td>
<td>• Vectors and applications</td>
<td>• Conics 2</td>
<td>• Differential Equations</td>
</tr>
<tr>
<td>• Vectors and applications</td>
<td>• Special Patterns</td>
<td>• Integral Calculus and numerical methods</td>
<td>• Dynamics</td>
</tr>
<tr>
<td>• Introduction to Groups.</td>
<td>• Matrices 3</td>
<td>• Dynamics</td>
<td>• Structures and Patterns</td>
</tr>
<tr>
<td>• Number Systems 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment schedule is available on the BSDE website (www.brisbanesde.eq.edu.au). The general format is:
Year 11: Alternative Assessment (assignment/investigation) (March and August)
Three Summative exams (May, September, November)

Year 12: Alternative Assessment (assignment/investigation) (March and July)
Three Summative exams (May, August, October)

The assessment tasks assess the criteria:
- Knowledge and procedures (KAPS) - this involves recalling and using results and procedures
- Modelling and problem solving (MAPS) - involve the uses of mathematics in which the students will model mathematical situations, solve problems and investigate situations mathematically.
- Communication and justification (C&J) - involve communication (both mathematical and everyday language), logical arguments, interpretation and justification of mathematics.

COST AND/OR ESSENTIAL EQUIPMENT:
A4 book for writing and notes; a scientific calculator is essential. Students need to be part of the Resource Hire Scheme to access set textbooks and a Graphics calculator, Graph paper, geometry equipment.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
Mathematics C contributes 4 points to the Queensland Certificate of Education. If a student gains a Sound Achievement in one semester, the student will also satisfy the Numeracy component of the Certificate.

STUDENT ELIGIBILITY / PREREQUISITES:
- Students must be in the Extension Class in year 10 to be eligible for Year 11 Maths C, and must gain a result of at least a B.
- Mathematics B must be studied with Mathematics C.
- Homework commitment is at least 2 – 3 hours per week

Mathematics C provides additional preparation for tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.
COURSE OVERVIEW
The Humanities’ subjects are suitable for students with a strong interest and talent in the social sciences, an interest in the history of humanity and who want to develop higher order thinking skills, critical thinking and advanced literacy skills. The subject ‘Modern History’ is ideal for students preparing for university as it introduces students to key concepts, personalities, events and ideologies that have driven the modern world between the 15th Century and the 21st Century; while building skills in inquiry, research, interpreting, analysing, evaluating and creating a sustained argument.

LEARNING OUTCOMES:
Through reading, writing, researching and hypothesising students will:
• Study major historical events and understand their subsequent effects
• Gain an understanding of how individuals and the idea of hope can affect others
• Use the analytical and problem solving techniques of the social science disciplines
• Gain a critical understanding of the values underpinning both the study of social behaviour and the actions of those within the society
• Understand how our understanding of events in history are created by sources of information about them

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 3: The History of Ideas and Beliefs</strong>&lt;br&gt;Introduces students to key concepts, theories and ideas that shaped the 20th Century</td>
<td><strong>Theme 12: Studies of Change</strong>&lt;br&gt;Examines the impact British settlement had on Australia’s Indigenous population. Focus on challenges and continuities</td>
<td><strong>Theme 2: Studies of Hope</strong>&lt;br&gt;Investigates the Civil Rights Movement in America</td>
<td><strong>Theme 11. The Individual in History</strong>&lt;br&gt;Looks at Mao Zedong and his impact on China</td>
</tr>
<tr>
<td><strong>Theme 1: Studies of Conflict</strong>&lt;br&gt;Looks at World War I and the Vietnam war. Effects of the conflict on national identity and the idea of the war hero</td>
<td><strong>Theme 4: Studies of Cooperation</strong>&lt;br&gt;Looks at the Women’s Movement of the C19th and C20th</td>
<td><strong>Theme 2. Studies of Hope</strong>&lt;br&gt;Investigates the end of Apartheid in South Africa</td>
<td><strong>Theme 11. The Individual in History</strong>&lt;br&gt;Looks at Gandhi and his impact on Indian society</td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks will come from 4 categories of assessment in varying order:
• Category One Exam: Essay Exam in response to sources
• Category Two Assignment: Independent Written Research Assignment
• Category Three Assignment: independent Spoken Research Assignment
• Category Four Exam: Essay Exam

The assessment tasks assess the criteria:
• Planning and Using an historical Research Process
• Forming historical knowledge through critical inquiry
• Communicating Historical Knowledge

COST AND/OR ESSENTIAL EQUIPMENT:

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject

STUDENT ELIGIBILITY / PREREQUISITES:
Students must gain a result of at least a high C in Year 10 English
COURSE OVERVIEW
Music is intended for students who are seeking to develop their skills in performing, composing and analysing musical works. As part of their studies, students are required to perform to a real audience, compose music either in notated or recorded format, and engage in musicological activities that allow the students to explore, research, deconstruct and evaluate musical works.

LEARNING OUTCOMES:
Students are given the opportunity to develop:
- The ability to hear and think in sound
- An informed approach to read and listen to musical works from a variety of styles, genres and contexts
- Write and create music from a variety of styles, genres and contexts
- Articulate informed opinions and observations regarding musical works from a variety of styles, genres and contexts
- Perform musical works from a variety of styles, genres and contexts

COURSE CONTENT/OUTLINE:
The Senior Music program is designed for a two-year course for a composite Year 11 and 12 class.

<table>
<thead>
<tr>
<th>Year A (commencing course in even numbered year)</th>
<th>Year B (commencing course in odd numbered year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Focus</td>
<td>Unit Focus</td>
</tr>
<tr>
<td>Musical Foundation</td>
<td>Borrowed Music</td>
</tr>
<tr>
<td>Developing/reviewing musicianship through understanding of musical elements and concepts in repertoire from a range of styles and genres.</td>
<td>Developing/reviewing musicianship through understanding of musical elements and concepts in repertoire from a range of styles and genres. This unit has a focus on composers incorporated elements borrowed from pre-existing music works.</td>
</tr>
<tr>
<td>Music of the Theatre</td>
<td>Music for Film and Television</td>
</tr>
<tr>
<td>Music composed for theatre contexts.</td>
<td>Film and television music techniques, styles, conventions and examples.</td>
</tr>
<tr>
<td>Jazz</td>
<td>Musical Images of Australia</td>
</tr>
<tr>
<td>Jazz music techniques, styles, conventions and examples.</td>
<td>Australian music techniques, styles, conventions and examples.</td>
</tr>
</tbody>
</table>

ASSESSMENT:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Year 11 Assessment</th>
<th>Year 12 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Foundations</td>
<td>• Composing; Musicology (Exam)</td>
<td>• Composing; Performing; Musicology (Exam)</td>
</tr>
<tr>
<td>Music of the Theatre</td>
<td>• Composing; Performing; Musicology; (Oral Presentation)</td>
<td>• Composing; Performing; Musicology; (Oral Presentation)</td>
</tr>
<tr>
<td>Jazz</td>
<td>• Performing</td>
<td>Student select ONE option (teacher approved)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Performing or Composing or Musicology (extended response)</td>
</tr>
<tr>
<td>Borrowed Music</td>
<td>• Composing; Musicology (Exam)</td>
<td>• Composing; Performing; Musicology (Exam)</td>
</tr>
<tr>
<td>Music for Film and Television</td>
<td>• Composing, Performing, Musicology (Oral Presentation)</td>
<td>• Composing, Performing, Musicology (Oral Presentation)</td>
</tr>
<tr>
<td>Musical Images of Australia</td>
<td>• Performing</td>
<td>Student select ONE option (teacher approved)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Performing or Composing or Musicology (extended response)</td>
</tr>
</tbody>
</table>

The assessment tasks assess the criteria:
- **Composing** - this involves the creation of music through the manipulation of musical elements and compositional devices within a style, genre and/or context
- **Musicology** - involves study of music in socio-historical context. It entails researching, analysing and evaluating music in ranges of contexts and styles.
- **Performing** – involves the practical interpretation of musical works, and presenting them to an audience. Some performing tasks could be assessed at evening concerts.

COST AND/OR ESSENTIAL EQUIPMENT:
- An Exercise book to write notes, a Manuscript book (music lines), a clear display folder and a USB storage device and earphones. There may be at least one curriculum-based excursion each year. The Excursion will incur a cost.
- Students are strongly encouraged to enrol in the Instrumental Music program and/or co-curricular music ensembles that include Concert Band, Strings Ensemble, Jazz Ensemble and Show Choir.
COURSE OVERVIEW
Music Extension is a year-long course offered in Year 12. It is an extension of the parent Senior Music course, and students seeking to enrol in Music Extension must also complete four semesters of Senior Music (or equivalent) to be eligible.

LEARNING OUTCOMES:
Students are given the opportunity to develop:
- Greater depth in skills via chosen specialisation of either performing, composing or musicology
- Independent learning skills that are student focussed and based on chosen specialisation
- Deeper understanding of specific musical interest
- A capacity to communicate complex music ideas through their chosen specialisation
- Astute analysis, evaluation and research skills that are focussed on chosen specialisation

COURSE CONTENT/OUTLINE:
This program is designed for a one course for Year 12 Senior Music students. Course content is negotiated based on student’s chosen specialisation in one of the three areas of performing, composing or musicology. It is designed to be student focussed and allow for scope to specialise in the variety of sub-categories associated with the three specialisations. E.g. A student who seeks to gain deeper knowledge of singing may select Performing as their chosen specialisation.

Generally Music Extension is formally scheduled for one lesson per week, with the other two lessons listed as independent learning times for students to work on areas of selected specialisation. As assessment due dates draw closer, students often engage in lunchtime, before and after school rehearsals and work with non-music extension students to complete assessment i.e. Work with a group of singers or a rock band. These sessions are negotiated with the supervising Music Extension teacher.

ASSESSMENT:
Each specialisation requires students to complete two Realising Tasks and at least one Investigating Task

<table>
<thead>
<tr>
<th>Performing</th>
<th>Composing</th>
<th>Musicology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realising Task 1 – a minimum of 3 mins in front of a live audience.</td>
<td>Realising Task 1 – a minimum of 1 minute presented as score and/or audio.</td>
<td>Assessment length requirements depend on mode of task chosen.</td>
</tr>
<tr>
<td>Realising Task 2 – approx. 15 mins in front of a live audience.</td>
<td>Realising Task 2 – a minimum of 3 minutes presented as score and/or audio.</td>
<td>Realising Task 1 – either 1000-1200 words, or 5 to 8 mins, or a minimum 5 mins presented or navigated by the student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Realising Task 2 – either 2000-2500 words, or a minimum of 10 mins, or a minimum 10 mins presented or navigated by the student.</td>
</tr>
<tr>
<td>Investigation of Music – At least one response that demonstrates research and analysis of music sources which may have a direct or indirect relationship to the realising task. Negotiated topic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task parameters are determined by student’s choice of presentation – options include Extended Written Response, Multimedia Presentation or Oral Presentation.

<table>
<thead>
<tr>
<th>Extended Written Response</th>
<th>Multimedia Presentation</th>
<th>Oral Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200-1500 Words</td>
<td>A minimum of 5 minutes presented or navigated by the student</td>
<td>A minimum of 5 minutes</td>
</tr>
</tbody>
</table>

The assessment tasks assess the criteria:
- **Realisation of the Work** – In this criterion, the sub criteria of ‘demonstration of technique and skills’ and ‘expression of musical ideas’ is assessed. Students are required to develop and express musical ideas for an audience.
- **Investigation of Music Sources** – Students are required to demonstrate research, exploration, analysis and synthesis of evidence from a range of music sources.

**COST AND/OR ESSENTIAL EQUIPMENT:** An Exercise book to write notes, a Manuscript book (music lines), a clear display folder and a USB storage device. There may be at least one curriculum-based excursion each year. The Excursion will incur a cost. Additional equipment such as purchase of music and music resources specific to chosen specialisation may also be required.
**COURSE OVERVIEW**
Physical Education aims to provide experiences through the study of sport, which enable students to: choose behaviours which promote physical, social and mental health; make informed, rational decisions as to their involvement in physical activities with a view to life-time leisure for themselves and their families; understand the functions of the human body in relation to performance in physical activity - both in sport and in everyday life.

**LEARNING OUTCOMES:**
Students develop:
- broad theoretical knowledge and skills related to a variety of real life social issues in a sporting context
- the ability to recognise, analyse and provide solutions in both theoretical and practical situations
- an awareness to make informed decisions in life-related situations
- an ability to comprehend information which is presented in a variety of forms
- an ability to communicate information in a variety of forms and contexts
- an ability to apply justified evaluations to a variety of contextual situations
- a range of knowledge of rules and physical skills in about and through physical activity

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>Golf</td>
<td>Golf</td>
<td>Basketball</td>
</tr>
<tr>
<td>Skill Acquisition</td>
<td>Biomechanics</td>
<td>Skill Acquisition</td>
<td>Training Program</td>
</tr>
<tr>
<td>Basketball</td>
<td>Futsal</td>
<td>Volleyball</td>
<td>Futsal</td>
</tr>
<tr>
<td>Energy Systems</td>
<td>Media in Sport</td>
<td>Gender Equity Sport</td>
<td>Access &amp; Equity Sport</td>
</tr>
</tbody>
</table>

**ASSESSMENT:**
A variety of theoretical assessment instruments such as essays, research reports, observations, reflective journals and research assignments.

The assessment tasks assess the criteria:

- **Acquire** – The ability to acquire knowledge, understandings, capacities, and skills in about and through physical activity.
- **Apply** – The ability to apply knowledge, understandings, capacities, and skills in about and through physical activity.
- **Evaluate** - The ability to evaluate knowledge, understandings, capacities, and skills in about and through physical activity.

**COST AND/OR ESSENTIAL EQUIPMENT:**
There are currently 2 excursions - 1 excursion in Year 11 and a 2nd in Year 12 which are a compulsory part of the course requirements. Students will require the following equipment in class: A4 notebook; hat; appropriate non-marking footwear.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

**STUDENT ELIGIBILITY / PREREQUISITES:**
- The theory and practical work from Physical Education in the middle school would be very helpful, but the course is a self-contained unit
- Students should achieve a minimum of a C in English to assist in the theoretical component of this course
- The material, both theoretical and practical, will require a good deal of consolidation in students’ own time. The student who is interested in only one component of the course will not do well. Equal time is spent on theory and practical (most theory done within practical component).
PHYSICS (PHY) | OP | QCE Points | VET | Additional Costs | Prior Study
--- | --- | --- | --- | --- | ---
Yes Authority Subject | 4 | No | Nil | High C Yr 10 English, Science and Maths

**COURSE OVERVIEW**
Physics involves the study of the physical phenomena that occur within the universe and the application of physics to produce benefits to our society. It develops their ability to access, process and communicate physical information so that they might be culturally and scientifically informed and aware. They need to be able to set out work, use scientific formulae, explain work well and be committed to doing homework.

**LEARNING OUTCOMES:**
Students develop the ability to:
- Acquire knowledge and construct understanding of the principles of Physics and apply this knowledge to make informed judgements based on sound reasoning and problem-solving.
- Operate scientific equipment and technology safely and manipulate and review any data they have generated by their use.
- Analyse and evaluate the interrelationships involved in Physics and make justified predictions, conclusions and recommendations regarding a real-life situation. They must be able to communicate scientific information in a variety of ways.

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introductory Physics Principles</td>
<td>• Seeing and Hearing</td>
<td>• Nature of Light</td>
<td>• Experimental investigation of student choice.</td>
</tr>
<tr>
<td>• Physics of Sport</td>
<td>• Charge and household electricity</td>
<td>• Medical Physics</td>
<td>• Rocks to Rockets</td>
</tr>
<tr>
<td>• Amusement Parks</td>
<td>• Experimental investigation of student choice.</td>
<td>• Electronics – power and control</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT:**
- **Semester 1:** 2 supervised assessments (test), an extended research task.
- **Semester 2:** An Extended experimental investigation and a supervised assessment.
- **Semester 3:** 2 supervised assessments (test), an extended research task.
- **Semester 4:** An Extended experimental investigation and a supervised assessment.

The assessment tasks assess the criteria:
- Knowledge and understanding of Physics concepts and the ability to use this knowledge and understanding. (KCU)
- Carry out both non-experimental and experimental investigations in Physics to collect primary and secondary data, present it in a variety of ways and analyse the data to identify relationships, patterns and anomalies. (IP)
- Evaluate data and make predict outcomes and make justified conclusions and recommendations regarding physical phenomena and scientific data and communicate this information in a variety of ways. (E & C)

**COST AND/OR ESSENTIAL EQUIPMENT:**
Scientific calculator. A graphics calculator used for Mathematics B and C is also suitable.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

**STUDENT ELIGIBILITY / PREREQUISITES:**
- Students need to have gained a high C in year 10 Science and English
- Physics is a recommended precursor to tertiary studies in subjects with a high demand in Science, especially in the areas of science, medicine, physiotherapy, mining and engineering
SCIENCE 21 (SCI) | OP | QCE Points | VET | Additional Costs | Prior Study
--- | --- | --- | --- | --- | ---
Yes Authority Subject | 4 | No | $130 excursion | ≥ C Yr 10 Science

**COURSE OVERVIEW**
Science 21 is an interdisciplinary Science course. It involves the study of the 4 established Science disciplines of Physics, Chemistry, Biology and Earth Science. It provides an opportunity for students to learn about, interact with and explore these 4 areas. It deals with themes in real-world contexts that are of intrinsic interest and importance to students. It develops their ability to access, process and communicate chemical information so that they might be culturally and scientifically informed and aware. They need to be able to write well to explain scientific phenomena, use scientific formulae and be committed to doing homework.

**LEARNING OUTCOMES:**
Students develop the ability to:
- acquire knowledge and construct understanding of the principles of Science 21 and apply this knowledge to make informed judgements based on sound reasoning and problem-solving.
- operate chemical equipment and technology safely and manipulate and review any data they have generated by their use.
- analyse and evaluate the interrelationships involved in Science and make justified predictions, conclusions and recommendations regarding a real-life situation. They must be able to communicate scientific information in a variety of ways.

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look good, feel better – a unit on the chemistry and biology of hairdressing, cosmetics, health and lifestyle. Students will also study the use of diagnostic medical techniques such as MRI, x-rays and ultrasound.</td>
<td>• Cars trucks and planes can be clean and safe. Study of engines, fuel efficiencies and safety using the study of Newton’s Laws.</td>
<td>• Manufacturing materials – the physical and chemical properties of manufacturing materials and how they affect their uses.</td>
<td>• Electricity, how to make and use it. Some alternative methods of producing electricity and their different dangers. The laws which control its production and use in electrical equipment today.</td>
</tr>
<tr>
<td>• Sound of Music. How it was and is now stored, produced, transferred and communicated.</td>
<td>• Air and Water – interactions in a local ecosystem. Use scientific equipment to gather, record and synthesise data concerning water quality.</td>
<td>• Space the final frontier – study of space exploration and technologies in space. Study of our universe and satellites.</td>
<td>• Study of disasters such as earthquakes, tsunamis and plate tectonics. Also study of floods, droughts and cyclones.</td>
</tr>
</tbody>
</table>

**ASSESSMENT:**

- Semester 1: 1 supervised assessment (test), a collection of work and an extended experimental investigation.
- Semester 2: An extended response task and a supervised assessment (test).
- Semester 3: 1 supervised assessment (test), an extended experimental investigation.
- Semester 4: A supervised assessment (test), a collection of work and extended response task.

The assessment tasks assess the criteria:
- Knowledge and understanding of Science concepts and the ability to apply this knowledge and understanding. (KCU)
- Conduct both non-experimental and experimental investigations in Science to collect data, analyse primary and secondary data using appropriate techniques and communicate information and ideas in a variety of ways. (IP)
- Identify issues and scientific impacts and draw conclusions regarding scientific phenomena and data and use this information to develop responsible and ethical attitudes and value. (II)

**COST AND/OR ESSENTIAL EQUIPMENT:**
Cost of an overnight camp with Biology students to complete 10 hours field studies. The cost is approximately $130 which covers travel, food, accommodation and activities.

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

**STUDENT ELIGIBILITY / PREREQUISITES:**
- Students need to have studied year 10 Science and successfully completed the supervised assessment for year 10 Science.
- Science 21 is an ideal preparation for tertiary studies in early childhood and primary education, investigative journalism, and law. It also prepares students for entry into the “smart trades” such as electrician, auto electrician, mechanic, diesel mechanic and electronics technician.
COURSE OVERVIEW
Technology Studies involves the study of design. Students are encouraged to solve problems through design and then turn those designs into reality. It deals with the theoretical and practical sides of designing objects as well as the appraisal of the designs to gauge success. To be successful students will have to be creative, have good problem solving skills and be able to communicate their design process in both written and visual form.

LEARNING OUTCOMES:
• Students develop the ability to:
  - Shape and change the physical world to meet needs, by manipulating materials and tools with techniques.
  - Design, engineer and produce innovative and creative products.
  - Identify and analyse needs, wants or opportunities associated with a design task, taking into account predetermined constraints and specified contexts.
  - Respond to design tasks by investigating, considering and selecting resources and strategies that may resolve the design situations, and by applying relevant knowledge from the three areas of study.
  - Devise and implement plans or strategies to solve design problems.
  - Produce creative responses in the form of innovative engineered products, prototypes or models.
  - Evaluate the outcomes, impacts and outputs.
• Students engage with a range of intellectual challenges using higher-order thinking skills to develop real and practical products.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Machinery use</td>
<td>Redesign an Existing product.</td>
<td>Personal Design</td>
<td>Community Design</td>
</tr>
<tr>
<td>Sketching and design</td>
<td>Furniture from recycled products</td>
<td>Own choice</td>
<td>Own choice</td>
</tr>
<tr>
<td>presentation skills</td>
<td>Design Folio</td>
<td>Design Folio</td>
<td>Design Folio</td>
</tr>
<tr>
<td>Report</td>
<td>Technology Research</td>
<td></td>
<td>Technology Analysis</td>
</tr>
<tr>
<td>Designing a Toy or learning aid to for use with our Prep students</td>
<td>Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Folio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester but there are 7 major pieces of assessment over the two years of study. The assessment tasks will take the form of:
• Design Folio
• Design Report
• Technology analysis

The assessment tasks assess the criteria:
• Applying design factors and communicating
• Analysing design Problems
• Synthesising and evaluating designs

COST AND/OR ESSENTIAL EQUIPMENT:
• A4 Sketch Pad
• 1mm Black Ink Pen/Marker x2
• .7mm Black Ink Pen
• Artline 90 Permanent Marker
• Copic Marker (Grey C4)
• 4G USB Stick
• Set of Colouring Pencils

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
• It is advantageous for students must have studied Year 10 Graphics
• Suitable students need to be creative, have a good work ethic, be patient and an eye for detail
**COURSE OVERVIEW**

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the process of researching artists, movements and art history, developing ideas for artworks and resolving those artworks to form a body of work.

Student’s visual literacy skills are exercised and developed through this course. This subject is for those students who are looking to develop their creative thinking and visual problem solving skills, or students who have interested in entering the Visual Arts industry post-secondary education, or who seek opportunity to work on real-world projects and events such as public murals and artist-in-residence programs.

**EXTRA-CURRICULAR OPPORTUNITIES:** Gifted & Talented Art Camps, excursions to galleries, Artist-in-Residence projects (where students work with practicing artists on community projects), student art exhibitions and more.

**LEARNING OUTCOMES:**

By conclusion of the course students should be able to:

- Define visual problems and communicate solutions related to relevant concepts, focuses, contexts and media.
- Create and communicate meanings through the use of visual language and expression.
- Research, develop, resolve and reflect to demonstrate a personal aesthetic (style/expression).
- Select, explore and exploit material, technologies, techniques and art processes informed by researching, developing, resolving and reflecting.
- Analyse, interpret, evaluate and synthesis information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media.
- Justify a viewpoint through researching, developing, resolving and reflecting.
- Use appropriate visual art terminology, referencing and language conventions.

**COURSE CONTENT/OVERVIEW:**

<table>
<thead>
<tr>
<th>VISUAL ART (ART)</th>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**SEMESTER 1**

1. **Making – Experimental Folio 1**
   - Concept: The Outside World
   - Focus: Mark Making
   - Introduction to mark-making, examining how artists make marks and how these communicate meaning.

2. **Appraising - Art analysis**
   - Task: Analytical essay
   - 600-800 word essay directly relating to the Making task.

3. **Making - Body of Work 2**
   - Concept: The Mortal Vessel
   - Focus: The Figure in Art
   - Exploring the human form and portraiture in art throughout history. Making artworks in response to this.

4. **Appraising - Written exam**
   - Task: Short Response Exam
   - Analytical short-response exam focusing on Frida Kahlo.

**SEMESTER 2**

5. **Making - Body of work 2**
   - Concept: Social Comment
   - Focus: Student-derived
   - Exploring how art can act as a comment on society.

6. **Appraising - Webpage**
   - 800-1000 word webpage justifying and evaluating student’s body of work as it responds to the concept of Social Comment.

**SEMESTER 3**

7. **Making - Body of work 1**
   - Concept: Beneath the Surface
   - Focus: Student-derived
   - Exploring the idea of revealing, concealing, layering and examining both literal and metaphorical representations of the concept ‘beneath the surface’.

8. **Appraising - Analytical critique**
   - 1000-1200 word Student-selected artist whose work relates directly to their studio practice.

9. **Making - Body of work 2**
   - Concept: From the Ashes
   - Focus: Student-derived
   - Exploring the idea of reinvention, rejuvenation or rebirth.

**SEMESTER 4**

10. **Making - Completion of Body of Work 2 (From the Ashes)**

11. **Appraising - Oral PowerPoint presentation,** critically analysing student’s own body of work and the artists who have influenced their work.

12. **Making or Appraising - Body of work 3**
    - (Personal Extension)
    - Student elects to make one additional artwork to extend EITHER Body of Work 1 or Body of Work 2 OR may elect to write to an Appraising task.

**ASSESSMENT:**

Assessment in Visual Art takes the form of practical hands-on tasks (Visual Literacy & Application = 60%) and written or spoken analysis and interpretation of artworks and artists (Appraising = 40%). All written tasks relate directly to the practical tasks. The assessment tasks assess the criteria: **Visual Literacy** - is the communication of meaning through visual forms; **Application** – is the use of materials, techniques, technologies and art processes to construct and communicate meaning; **Appraising** – is the critical analysis of artworks in diverse contexts, investigating artistic language and expressions, directly related to selected concepts, focuses and media areas.

**COST AND/OR ESSENTIAL EQUIPMENT:** Students are to purchase a visual art diary from Student Services (Orange WSC diary - approx. $8.50) and basic drawing equipment.
YEARS 11 & 12

AUTHORITY REGISTERED SUBJECTS

(Subject Area Syllabus)
Course Overview
Early Childhood Studies provides opportunities for students to develop knowledge and practical skills related to the childcare industry, with the emphasis on the importance of quality childcare practices for the wellbeing of young children. Students develop a range of practical skills such as parenting skills, communicating with others, planning and preparing resources and activities, handling equipment, reading and acting out stories and working cooperatively in teams.

Learning Outcomes:
The course consists of two components - theory and practical. Students are to complete the theory assessment items to a satisfactory level and then seek workplace experience which may include childcare centres, kindergartens, and pre-schools. During these workplace visits students are to seek feedback from their supervisors who will record it in their training booklets.

Course Content/Outline:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Core</td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>Fundamentals of Early Childhood</td>
<td>Practices in Early Childhood Learning</td>
<td>Play and creativity as the foundation of learning</td>
<td>Health and well-being. Nutritional studies and governmental policies</td>
</tr>
<tr>
<td>• Childhood Development</td>
<td>• Exploring play based learning</td>
<td>• Literacy and Numeracy skills in children’s development</td>
<td>• Indoor learning activities</td>
</tr>
<tr>
<td>• Foundations to child’s identity</td>
<td>• Being responsive to children as unique individuals</td>
<td>• Outdoor learning activities</td>
<td>• Being in a safe place. Children’s protection</td>
</tr>
<tr>
<td>• Respecting diversity, social responsibility and fairness</td>
<td>• Developing active learning environments</td>
<td>• Gathering information through observation</td>
<td>• Policies and frameworks</td>
</tr>
<tr>
<td>• Children’s well-being</td>
<td>• Policies and frameworks</td>
<td>• Careers in the childcare industry</td>
<td>• Careers in the childcare industry</td>
</tr>
<tr>
<td>• Childhood education.</td>
<td>• Policies and frameworks</td>
<td>• Careers in the childcare industry</td>
<td>• Policies and frameworks</td>
</tr>
<tr>
<td>• Policies and frameworks</td>
<td>• Careers in the childcare industry</td>
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<tr>
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<td>• Careers in the childcare industry</td>
</tr>
</tbody>
</table>

Assessment:
The assessment tasks will vary from semester to semester however there is a common thread running through the four semesters. Assessment items may include projects both written and spoken, response to stimulus test and on site observations. There will be heavy focus on our students working within the childcare community with a compulsory practical element to the course.

The assessment tasks assess the dimensions:
• Knowing and Understanding
• Analysing and Applying
• Planning and Evaluating

Cost and/or Essential Equipment:
Students need to be part of the Resource Hire Scheme to access materials and equipment.

Credit for Queensland Certificate of Education
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

Student Eligibility/Prerequisites:
Suitable students need to have a good work ethic and a willingness to be involved in practical child care activities.
ENGINEERING SKILLS (ESK)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Authority Registered Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Engineering at Woodcrest is the study of the skills and practices of the engineering trades. The aim of the subject is to equip the students with the hand and machine skills that are required in the metal trades. Because of this a large quantity of the work covered is of a practical nature. Studying engineering will afford students greater opportunities in attaining a school based apprenticeship or traineeship in the metal trades.

LEARNING OUTCOMES:
Students develop:
- A sound understanding of the Engineering trade and the skills to enable greater employability. These include sheet and heavy metal fabrication.
- Hand skills
- Machining skills
- Bending
- Joining
- Welding
- Cutting Mechanical / oxy

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Brazier</strong></td>
<td>• <strong>Harley Davidson Model</strong></td>
<td>• <strong>Shoe Rack</strong></td>
<td>• <strong>Medieval Shield and Helmet</strong></td>
</tr>
<tr>
<td>Students are introduced to cutting and welding fabrication techniques used in the engineering industry.</td>
<td>This project uses the cutting and joining techniques developed over the year. Students will also be introduced to skills used in the use of a mill and lathe to cut and shape metal. They will complete a Practical Demonstration using both the mill and lathe.</td>
<td>This practical demonstration caters for new students as well as those who have done the course previously. It allows students to revise the skills already learnt in regards to welding fabrication.</td>
<td>This project develops the skills needed for a large production Engineering project. They include cutting, welding, sheet metal fabrication and assembly. Students learn to use those machines specifically used in the metal shaping industry.</td>
</tr>
<tr>
<td>• <strong>Tool Box</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students develop the skills of sheet metal fabrication and assembly with a focus on accurate measuring and marking out skills</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester however there is a common thread running through the four semesters. Each project will be assessed from both a practical and a theoretical point of view. Each project will be assessed from both a practical and a theoretical point of view against the criteria of
- Knowing and understanding
- Analysing and applying
- Producing and Evaluating

COST AND/OR ESSENTIAL EQUIPMENT:
- Students need to be part of the Resource Hire Scheme to access materials and machinery.
- Australian Standard Safety Glasses and enclosed shoes as per the uniform policy are compulsory.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
- Students must have studied Year 10 Industrial Design and Technology
- Suitable students need to have a good work ethic, patience and an eye for detail
ENGLISH COMMUNICATION (ENC) | OP | QCE Points | VET | Additional Costs | Prior Study
---|---|---|---|---|---
No Authority Registered Subject | 4 | No | Nil | Nil

**COURSE OVERVIEW**

English Communication is a non-OP subject designed to assist students with developing the skills necessary for the workplace. The focus is on everyday literacy and communication, although some components of the course are based around the appreciation and importance of reading literature.

**LEARNING OUTCOMES:**

By the conclusion of the course through reading, viewing, writing, designing, listening and speaking/signing, students should:

- Understand how texts are structured and organised and apply this knowledge to produce different types of texts for particular purposes.
- Understand and control textual features e.g. Grammar, punctuation, vocabulary and mode appropriate features.
- Create and evaluate texts to demonstrate how meaning is made.

**COURSE CONTENT/OUTLINE:**

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1. My Story.</strong> Media analysis of generational issues</td>
<td><strong>Unit 3. Our Law.</strong> Analysis of a marketing campaign combating social issues confronting society. Exploration of the morals and issues around Law Vs Justice.</td>
<td><strong>Unit 1. Their Story.</strong> Students explore the issues confronting their generation in particular protective behaviours</td>
<td><strong>Unit 3. My Future.</strong> Students explore the issues confronting their generation in particular protective behaviours</td>
</tr>
<tr>
<td><strong>Unit 2. Family Story.</strong> Representations of family novel study</td>
<td><strong>Unit 2. Our Story.</strong> Students work closely with Year 1 students to develop a reading culture</td>
<td><strong>Unit 2. Our Story.</strong> Exploration of the role of storytelling in our culture-Novel study</td>
<td><strong>Unit 4. Our Future.</strong> Students explore the type of future they see for themselves and the decisions and choices apparent after school life</td>
</tr>
<tr>
<td><strong>Unit 4. My Career.</strong> Exploration of workplace requirements and issues. Preparation and organisation of a major event.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT:**

The assessment tasks will vary from semester to semester but in Yr11 there are 6 major assessment tasks. In Yr12 there are 6 major assessment tasks made up of:

- One exam (Letter to the Editor)
- Three spoken presentations (Multimodal/Persuasive/Informative)
- Two assignments (Essay, Webpage)

The assessment tasks assess the criteria:

- **Understanding and responding to contexts**
- **Understanding and controlling textual features**
- **Creating and evaluating meaning**

**COST AND/OR ESSENTIAL EQUIPMENT:**

An A4 book for writing and notes. Resource Hire levy is essential

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**

If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject. If a student gains a Sound Achievement in one semester, the student will also satisfy the Literacy component of the QCE.

**STUDENT ELIGIBILITY / PREREQUISITES:**

Students should gain a result of at least a C in Year 10 English
FURNISHING SKILLS (FSK)  |  OP  |  QCE Points  |  VET  |  Additional Costs  |  Prior Study  
--- | --- | --- | --- | --- | --- 
| No Authority Registered Subject | 4 | No | Nil | Nil |

COURSE OVERVIEW
Furnishing at Woodcrest is the study of the skills and practices of the furniture making industry. The aim of the subject is to equip the students with the hand and machine skills that are required in the joinery trades. Because of this, a large quantity of the work covered is of a practical nature with a heavy emphasis on machine operating skills. Studying engineering will afford students greater opportunities in attaining a school based apprenticeship or traineeship in the timber trades.

LEARNING OUTCOMES:
Students develop:
- A sound understanding of the furnishing industry and the skills to enable greater employability. Hand skills
- Machining skills
- Hand skills
- Joinery skills
- Interpretation of drawings

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| **Joint exercise**  
Developing hand skills and using hand tools used in the furnishing industry.  
**Mobile chopping block with drawer**  
Introduction to milling machinery used in the furnishing industry  
**Vaulted Toy chest**  
This project develops the skills of joining timber in various ways and making curves through the use of mitres  
**Trinket Box**  
This project develops the skills of joining timber, plan reading and routing timber to shape edges and curves. It also gives students the opportunity to work with exotic timbers.  
**Coffee Table**  
This project uses the joints and joining techniques with the emphasis on mortise and tenon joints and the use of machines to achieve these joints.  
**Adirondack Chair**  
This project develops the skills of interpretations of drawings, creating templates and in conversion of measurements |

ASSESSMENT:
The assessment tasks will vary from semester to semester, however, there is a common thread running through the four semesters. Each project will be assessed from both a practical and a theoretical point of view. Each project will be assessed from both a practical and a theoretical point of view against the criteria of
- **Knowing and understanding**
- **Analysing and applying**
- **Producing and Evaluating**

COST AND/OR ESSENTIAL EQUIPMENT:
- Students need to be part of the Resource Hire Scheme to access materials and machinery.
- Australian Standard Safety Glasses and enclosed shoes as per the uniform policy are compulsory.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Satisfactory Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
- Students must have studied Year 10 Industrial Design and Technology
- Suitable students need to have a good work ethic, patience and an eye for detail
INDUSTRIAL TECHNOLOGY SKILLS (ISK)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Authority Registered Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Industrial Skills at Woodcrest is the study of the skills and practices across the areas of furnishing, engineering and graphics. The aim of the subject is to equip the students with the hand and machine skills that can be used in the relevant trades as well as the use of CAD and the types of graphics used in the furnishing and engineering industries. Student also study the use of plastics and how they are used and manipulated within the industry. The course is highly practical in nature with a theory component that covers the sequence of production as well as evaluations of the students’ work. Studying Industrial skill may afford students greater opportunities in attaining a school based apprenticeship or traineeship in the industries covered by the course.

LEARNING OUTCOMES:
Students develop:
• A sound understanding of the building and construction industry and the skills to enable greater employability.
• Machining skills
• Hand skills
• Bending and forming skills
• Joinery skills
• Use of CAD and Interpretation of drawings

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Ladder</td>
<td>Engineering Graphics</td>
<td>Engineering Graphics</td>
<td>Coffee Table</td>
</tr>
<tr>
<td>Developing hand and joinery skills used in the furnishing industry.</td>
<td>Introduction to sketching and drawing techniques as well as other graphical communication techniques. Students will also be introduced to the use of CAD through the use of Auto Desk Inventor</td>
<td>Consolidate their skills using Auto Desk Inventor to draft components used in the engineering industry</td>
<td>Consolidation of skills used in both the engineering and furnishing industries.</td>
</tr>
<tr>
<td>Lazy Susan</td>
<td>Plastics</td>
<td>Plastics</td>
<td></td>
</tr>
<tr>
<td>Introduction to milling techniques used in the furnishing industry along with an introduction to fabrication skills used in the engineering industry.</td>
<td>Introduction to thermosetting fabrication using vacuum forming techniques</td>
<td>Introduction to thermosetting fabrication using 3D printing technology</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:
The assessment tasks will vary from semester to semester however there is a common thread running through the four semesters. Each project will be assessed from both a practical and a theoretical point of view against the criteria of
• Knowing and understanding
• Analysing and applying
• Producing and Evaluating

COST AND/OR ESSENTIAL EQUIPMENT:
Students need to be part of the Resource Hire Scheme to access materials and machinery. Australian Standard Safety Glasses and enclosed shoes as per the uniform policy are compulsory.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
• Students must have studied Year 10 Industrial Design and Technology
• Suitable students need to have a good work ethic , patience and an eye for detail
INFORMATION & COMMUNICATION TECHNOLOGY STUDIES (ICT)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
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<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Authority Registered Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
This course has a multimedia focus.

LEARNING OUTCOMES:
A course of study derived from this strand aims to help students:

- become confident and competent users and consumers of ICTs
- manage time and resources effectively and efficiently
- develop the skills needed for creative work, practical problem-solving and communication in a variety of media
- direct their own learning by developing self-reliance, personal responsibility, and self-management
- develop the ability to work and communicate with others in a team
- develop the processes, skills and attitudes needed to become responsible users of ICTs in the community
- develop an ability to make informed decisions in situations and practices involving ICTs
- develop a commitment to the safe and ethical use of ICTs

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Website Evaluation</td>
<td>• 2d animation</td>
<td>• Website Evaluation</td>
<td>• 2d animation</td>
</tr>
<tr>
<td>• Image manipulation</td>
<td>• 3d animation</td>
<td>• Image Manipulation</td>
<td>• 3d animation</td>
</tr>
</tbody>
</table>

ASSESSMENT:

- Semester 1: 1 Extended Response to Stimulus. 2 Project (Product and Review)
- Semester 2: 2 Project (Product and Review)
- Semester 3: 1 Project (Product and Review). 2 Extended Response to Stimulus (Multimodal)
- Semester 4: 1 Project (Product and Review). 2 Project (Product and Review)

The assessment tasks assess the criteria:

**Knowing and Understanding**
- Identification and comprehensive explanation of software and hardware requirements related to ICT problems
- Identification and comprehensive explanation of the use of ICT in society

**Analysing and applying**
- Analysis of ICT problems to identify solutions
- Coherent communication of ICT information to an audience using a considered selection of visual representations and language conventions and features
- Application of software and hardware concepts, ideas and skills to complete tasks in a range of ICT contexts

**Producing and evaluating**
- Synthesis of ICT concepts and ideas to proficiently plan solutions to given ICT problems
- Production of solutions that systematically address ICT problems
- Evaluation of problem solving processes and solutions, and logical recommendations made

COST AND/OR ESSENTIAL EQUIPMENT:
It is mandatory that students have a USB stick for the duration of this course. Regular access to a computer is also strongly recommended.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
It is recommended but not mandatory that students have studied a year 10 computing subject and performed well. Students must be able to work unsupervised, as classes are mainly delivered through written tutorials.
COURSE OVERVIEW
Prevocational Mathematics aims at improving the numeracy of students. The subject aims to give students a basic knowledge of skills in various areas so that the student can feel confident in applying mathematics where needed in everyday activities.

Learning Outcomes:
Prevocational Maths has been designed to give students confidence in understanding the mathematics knowledge and processes needed to enable a successful integration into everyday life after school.

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

COURSE CONTENT/OUTLINE:

<table>
<thead>
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<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My first Job</td>
<td>• Finding Your way</td>
<td>• Home Renovations</td>
<td>• International Travel</td>
</tr>
<tr>
<td>• Skills unit 1 – Time</td>
<td>• Skills unit 3 – angle and</td>
<td>• Organising Events</td>
<td>• Moving Out</td>
</tr>
<tr>
<td>• Maths and health</td>
<td>position</td>
<td>• Maths of the Car</td>
<td>• Financial maths</td>
</tr>
<tr>
<td>• Skills unit 2 – Graphs</td>
<td>• Taxation</td>
<td>• House finance</td>
<td>• Maths of business</td>
</tr>
<tr>
<td>• Scaling up and Down</td>
<td>• And the survey Says</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skills unit 2 - Percentage</td>
<td></td>
<td></td>
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</tbody>
</table>

ASSESSMENT:
Assessment will consist of:
Folios of work, Open book exams on topic, Assignments, Skills tests, Practical Tests (e.g. in measuring and map reading) Oral and written presentations.

A detailed overview is given at the beginning of each year.
The assessment tasks assess the criteria:

- Knowing - involves knowledge of content and the use of basic skills such as working with given rules, operations and procedures in simple situations. It also involves learning how to use measuring instruments and calculators. The use of computer software is also involved.
- Applying - involves students using familiar mathematics in different contexts in a supported environment. This means that when carrying out tasks, students interpret and analyse these contexts to identify familiar mathematics.
- Explaining - involves students using basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts. The responses can be presented in various forms for different purposes to suit the task: orally, visually or in writing.

COST AND/OR ESSENTIAL EQUIPMENT:
A4 book for writing and notes; a scientific calculator is essential. Students need to be part of the Resource Hire Scheme to access set textbooks. Graph paper, geometry equipment.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
Prevocational Mathematics contributes 4 points to the Queensland Certificate of Education. If a student gains a Sound Achievement in one semester, the student will also satisfy the Numeracy component of the Certificate.

STUDENT ELIGIBILITY/PREREQUISITES:
- Prevocational maths is suitable for students who have studied Mathematics in Year 10 and those who have not gained a “sound achievement” or on Vocational Pathways.
- Students need to check requirements for jobs and further study.
SCIENCE IN PRACTICE (SCP)  

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
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<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Authority Registered Subject</td>
<td>4</td>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Science in Practice at Woodcrest is the study of the skills and practices of the practical Science. The aim of the subject is to equip the students with the knowledge and skills that are required in some trades and help them to live a responsible, informed life. Because of this a large quantity of the work covered is either of a practical nature or related to real-life situations.

LEARNING OUTCOMES:
Students develop the ability to:
- describe and explain scientific facts, processes, concepts and principles and apply scientific knowledge and understanding in a range of situations.
- formulate questions and hypotheses and plan and conduct experimental investigations in Science to collect, record, present and manipulate data, using appropriate techniques and identify and manage potential hazards and risks and use materials, equipment and technology safely.
- Analyse and synthesise information and determine the reliability and relevance of sources, data and procedures and communicate scientific information in a variety of formats.

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| Mixtures (chemistry, biology)  
- Measurement  
- Equipment  
- Concentration  
- Health requirements | Is it safe to eat? (chemistry and biology)  
- Food preservation techniques  
- Microbes  
- Additives | Health and Beauty (chemistry and biology)  
- Cosmetics (materials and production)  
- Extracting essential oils  
- Making soap  
- Effects of misuse.  
- Marketing claims, labelling. | Plugged in (physics, chemistry)  
- Power production and use,  
- Natural resources.  
- Electricity  
- Sustainability/impact |
| Horticulture (earth science, biology)  
- Soil chemistry, requirements for life  
- Garden preparation WHS  
- Plant health diagnosis and treatment | Healthy Bodies (physics, biology)  
- Diet and energy intake.  
- Energy use (power).  
- Muscles and joints as simple machines.  
- Sports related employment. | Water science (chemistry, biology, earth science)  
- Water quality  
- Water catchment  
- Processing  
- Fluoridation | Entertainment and Communication (physics, biology)  
- Sound and lighting.  
- Electronic devices  
- Effect of technology on communication.  
- Effect on human physiology. |

ASSESSMENT:
The assessment tasks will vary from semester to semester however there is a common thread of practical activities and real life skills running through the four semesters. Each project will be assessed from both a practical and a theoretical point of view.

The assessment tasks assess the criteria:
- Semester 1: A portfolio of work, an open book test, garden maintenance and completion of workbooks.
- Semester 2: Successful preservation of food, written assignment, presentation to class.
- Semester 3: Preparation of cosmetics and presentation to class, assignment on local waterway.
- Semester 4: Supervised test, Experimental reports, research report.

COST AND/OR ESSENTIAL EQUIPMENT:
Students need to be part of the Resource Hire Scheme to access materials and equipment.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
If a student exits with a Sound Achievement or higher, they receive one credit point towards their QCE for each semester they have studied the subject.

STUDENT ELIGIBILITY / PREREQUISITES:
Suitable students need to have a good work ethic and a willingness to be involved in practical hands-on activities such as gardening and maintain a healthy lifestyle.
YEARS 11 & 12

Vocational Education and Training (VET)

Certificate Subjects
AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

Woodcrest State College offers VET certificates within the Australian Qualifications Framework, Australia’s system of nationally accredited vocational education and training. Certificates offered by Woodcrest are at the Certificate II or III level. Woodcrest State College is a Registered Training Organisation for the following certificates:

- Certificate II in Visual Art (Nil cost)
- Certificate II in Music Industry (Nil cost)

Students are able to study a number of other certificate courses on site using other Registered Training Organisations (RTOs) as the course providers:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Registered Training Organisation</th>
<th>Anticipated fee for service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Hospitality</td>
<td>Training Direct</td>
<td>Nil (if student is available for VETis funding)</td>
</tr>
<tr>
<td>Certificate II Sport and Recreation</td>
<td>Binnacle</td>
<td>$250</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>Binnacle</td>
<td>$210</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>Binnacle</td>
<td>$330</td>
</tr>
</tbody>
</table>

Students may also elect to enrol in a Certificate course through the Schools Programs offered at various TAFE campuses. The Schools Programs provide students with access to courses which Woodcrest does not have the facility or human resources to provide. Students enrol directly through TAFE, usually around late August/early September 2017 for 2017/18 programs. Students usually attend TAFE one day per week. For full details, refer to “Schools Programs through various TAFES for 2018” on the school website. These courses are also fee for service; course costs are listed in the Schools Programs booklet.
WHAT IS AN RTO?
RTO’s aim to enhance the attainment and transition outcomes of all students. As such they prioritise an operational focus in industry areas where they can identify opportunities to enhance transition outcomes for students in viable earning or learning post school pathways.

BENEFITS OF VOCATIONAL EDUCATION AND TRAINING
- National qualifications recognised by industry
- Insight into career pathways and further education pathways
- Interaction with people in industry
- Credit for or articulation of qualifications to reduce time in further study or an apprenticeship
- A QTAC Selection Rank (if required)
- Completed Certificates contribute points towards the Queensland Certificate of Education
- VET results recorded on Senior Certificate where applicable and an industry specific vocational Certificate or Statement of Attainment
- Competency Based Training and Assessment
- Recognition for relevant skills and knowledge achieved before studying your VET course (RPL)

UNITS OF COMPETENCY
A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations. Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification. If a student does not achieve competency in their first attempt at an assessment task, they must be given the opportunity to revisit units of competency to obtain competency.

COMPETENCY BASED ASSESSMENT
Competency based assessment is a system for assessing a person’s knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. This is different from some other assessment systems which only measure knowledge and not the application of that knowledge. Another difference is that an individual must demonstrate competency in all of the required tasks in order to be recognised as competent overall.

RIGHTS AND RESPONSIBILITIES
A quality focus usually includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Grievance and Appeal Policy, an Access and Equity policy and student welfare and guidance services. Every opportunity will be made to ensure that this information is disseminated, understood and valued by staff, students and parents.

RECOGNITION FOR PRIOR LEARNING (RPL)
Competency based assessment is also a system for providing portable qualifications and statements of attainment against nationally recognised competency standards. In a competency based assessment system, it is recognised that learning can come from a variety of sources, both on the job and off the job, formal and informal. RPL is also available for skills and knowledge which can already be demonstrated. The process can start by a person assessing themselves against the competency standard. At this stage the individual may compile a portfolio of evidence containing notes about things they can do to demonstrate competence. For example, a Training and Assessment course portfolio may contain evidence of training and assessing already conducted such as items designed by the individual including assessment instruments, learning and assessment plans, profiles, and resources. Evidence might also include professional development attended, references, certificates and third party reports.

CREDIT TRANSFER PROCEDURES
Credit transfer issues occur when students move from one learning provider to another part-way through their senior schooling, having started studies which can be credited into their learning account. If you are transferring from another provider your will need a Statement of Attainment to indicate your competency completions.

AWARDS
Once a student has successfully completed a VET course, they will be issued with a Certificate by the RTO, together with a statement of results. In instances where a student does not complete the qualification, they may still be eligible for a Statement of Attainment for the units of competency they have completed.

COMPLAINTS AND APPEALS POLICY STATEMENT
Woodcrest State College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter. If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested. The designated person will maintain a secure Complaints and Appeals Register, which documents all formal complaints, appeals and their outcomes. Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes and appropriate corrective action taken to eliminate or mitigate the likelihood of reoccurrence. The Principal (as the chief executive officer) of the school is ultimately responsible for ensuring that the school RTO complies with the VQF. This includes the complaints and appeals policy and procedures.
COMPLAINTS PROCEDURE

• All formal complaints must be in writing and addressed to the Principal, as CEO of the RTO.
• On receipt of a written complaint: - a written acknowledgement is sent to the complainant from the Principal (via admin support) - the complaint is forwarded to the RTO Manager.
• If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.
• The Principal and/or the RTO Manager will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
• The complaints committee shall not have had previous involvement with the complaint and will include representatives of: - the Principal - the teaching staff (Individual vet trainer and assessor) - an independent person.
• The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
• The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
• The outcome/decision will be communicated to all parties in writing within 60 days.
• If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.
• If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).
• The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so that appropriate corrective action can be instigated to eliminate or mitigate the likelihood of reoccurrence.

INFORMAL COMPLAINTS PROCEDURE

Student makes an informal complaint to the teacher

Teacher makes a decision, communicates the decision to the student and records the outcome

Student dissatisfied

Student makes complaint to the Head of Department (HOD) HOD makes a decision, communicates the decision to the student and records outcome.

Student dissatisfied

Student makes a formal complaint

FORMAL COMPLAINTS

Formal complaints can only be proceed after the informal procedure has been investigated by the student and their parents. Formal complaint forms are available from the HOD for Senior Schooling. All formal complaints will be heard and decided with 15 working days of receipt of the written complaint. An independent complaint committee shall hear the complaint. The committee will be representatives of the Formal Complaints Procedure. The complainant/appellant will be notified in writing including the reasons why if more than 60 days are required to resolve the complaint. The complainant will be regularly updated in regards to their complaint.

FORMAL COMPLAINTS PROCEDURE

Student makes complaint to the Head of Department (HOD)

Head of Department arranges and convenes a meeting of the Complaints Committee, the student (and a witness should the student or teacher wish)

Complaint Committee makes a decision, communicates the decision to the student and records outcome
CERTIFICATE III IN BUSINESS
BSB30115
(VBU)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>8</td>
<td>Yes</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Vocational Certificate</td>
<td></td>
<td></td>
<td>$210 RTO fee</td>
<td></td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
The Vocational Business course enables students to complete Certificate III in Business. This qualification is offered to students in the Senior Phase of learning who have an interest in business. Students who access this certificate may be looking at future options of working in their own small business and is focused on the skills required to operate in an office.

Industry has identified the employable skills needed to meet the demands of the modern workplace. These skills have been integrated into the practical tasks undertaken in this certificate course. For a student to successfully complete this certificate course, they must be self-directed learners so that they may produce all assessment items to a satisfactory standard.

The Certificate III in Business course is ideally designed for students commencing at the beginning of Year 11. The delivery and assessment may be in a simulated work or industry environment with a high degree of supervision. The units are suitable for the school to contextualise to local industry activities.

COURSE STRUCTURE
This course will be delivered as a stand-alone VET certificate course delivered by qualified teachers at the school. While Woodcrest State College is responsible for training, compliance, marking assessment, reporting and recording student results. Binnacle Training is the Registered Training Organisation with responsibility of providing assessment. It will be delivered through online class-based tasks that will simulate a specific industry environment.

National Code | Unit of Competency Title | Core (1)/Elective (12)
--- | --- | ---
BSBWHS302A | Apply knowledge of WHS legislation in the workplace | Core
BSBCUS301B | Deliver and monitor a service to customers | Elective
BSBINN301A | Promote innovation in a team environment | Elective
BSBITU306A | Design and produce business documents | Elective
BSBPRO301A | Recommend products and services | Elective
BSBWO4301B | Organise personal work priorities and development | Elective
BSBFLM312C | Contribute to team effectiveness | Elective
BSBWRT301A | Write simple documents | Elective
BSBCRT301A | Develop and extend critical and creative thinking skills | Elective
BSBWHS303A | Participate in WHS hazard identification, risk assessment and risk control | Elective
BSBLED301A | Undertake e-learning | Elective
BSBSMB201A | Identify suitability for micro business | Elective
FNSFLT301A | Be MoneySmart | Elective

IMPORTANT
Program Disclosure Statement
(PDS)
This subject information is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: http://www.binnacletraining.com.au/rtorphp and select ‘RTO Files’.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
The qualification contains 13 units of competency and completion of all 13 units will earn a student 8 credit points towards their Queensland Certificate of Education. Partial completion of the Certificate III will be based on the percentage of competencies attained (25%, 50%, and 75%).

COST
This course is offered through an external RTO and is therefore a fee paying course – anticipated cost is $210 for the total course over the 2 years. An initial payment of $105 is required on enrolment, followed by a $105 (Term 1).
CERTIFICATE II IN HOSPITALITY
SIT20207 (VHT)

<table>
<thead>
<tr>
<th>OP</th>
<th>QCE Points</th>
<th>VET</th>
<th>Additional Costs</th>
<th>Prior Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Vocational Certificate</td>
<td>4</td>
<td>Yes</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW
Hospitality is aimed at students who would like to seek a career in the Hospitality Industry. It is designed to develop practical skills that will be useful in a broad range of occupations within the Hospitality Industry. The Cert II studied in Years 11 and 12 gives students a hands-on experience. The school offers a fully functional coffee shop which is run by the students that take part in the course. Many of these skills are also transferable to occupations outside the Hospitality Industry. Working in the Barista during lunch times is a compulsory element of the course.

Learning Outcomes:
Students develop the following skills
- Coffee making
- Back of house preparation
- Food production
- Money taking
- Serving
- Liaising with Customers

COURSE CONTENT/OUTLINE:
CURRENT MODULES (SUBJECT TO CHANGE VIA TRAINING PACKAGE)

Core subjects:
1. SITXWHS101 --- PARTICIPATE IN SAFE WORK PRACTICES
2. SITXCOM201 --- SHOW SOCIAL AND CULTURAL SENSITIVITY
3. SITXCCS202 --- INTERACT WITH CUSTOMERS
4. SITHIND202 --- USE HOSPITALITY SKILLS EFFECTIVELY
5. SITHIND201 --- SOURCE AND USE INFORMATION ON THE HOSPITALITY INDUSTRY
6. BSBWOR203B --- WORK EFFECTIVELY WITH OTHERS

Electives: Food and Beverage
1. SITXFSA101 --- USE HYGIENIC PRACTICES FOR FOOD SAFETY
2. SITHFAB204 --- PREPARE AND SERVE ESPRESSO COFFEE
3. SITXFIN201 --- PROCESS FINANCIAL TRANSACTIONS
4. SITHFAB203 --- PREPARE AND SERVE NON-ALCOHOLIC BEVERAGES
5. SITHFAB201 --- PROVIDE RESPONSIBLE SERVICE OF ALCOHOL
6. SITHFAB206 --- SERVE FOOD AND BEVERAGE?

ASSESSMENT:
Assessment in Vet subjects is continuous. Students complete set modules of tasks in a timely manner. Students will be judged to be either Successful or Unsuccessful in each module. The qualification contains 16 units of competency. Partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed.

The assessment tasks will vary from semester to semester.

STUDENT ELIGIBILITY / PREREQUISITES:
Suitable students need to have a good work ethic, a real desire to work in the Hospitality Industry and be available to work in the Barista during some lunch times.
**COURSE OVERVIEW**

The Fitness Studies Course provides students with the opportunity to complete the **SIS30313 Certificate III in Fitness**. This qualification is offered to students in the senior phase of learning who have an interest in the fitness industry. This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Work may be undertaken in locations such as gyms, fitness facilities, pools, community facilities and in outdoor environments.

Students in Years 11 and 12 may enrol in this course. The delivery and assessment may be in a simulated work or industry environment with a high degree of supervision. The units are suitable for Woodcrest State College to contextualise to local industry activities. This qualification provides articulation to studies in Certificate IV and Diploma of Fitness qualifications.

**COURSE STRUCTURE**

This course is being delivered through Binnacle Training who has responsibility for training, assessment, compliance, reporting and recording student results. This course will be delivered as a stand-alone VET certificate course delivered by qualified teachers at the school. It will be delivered through class-based tasks that will simulate a specific industry environment. In addition, students will be involved in work experience over the two years. A range of teaching and learning strategies will be used to deliver the competencies including practical tasks, group work and activities in simulated work environments.

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFIT301A</td>
<td>Provide fitness orientation and health screening</td>
<td>Core</td>
</tr>
<tr>
<td>SISFIT302A</td>
<td>Provide quality service in the fitness industry</td>
<td>Core</td>
</tr>
<tr>
<td>SISFIT303A</td>
<td>Develop and apply an awareness of specific population to exercise delivery</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAD003</td>
<td>Provide first aid</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT305A</td>
<td>Apply anatomy and physiology principles in a fitness context</td>
<td>Core</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport and recreation equipment for activities</td>
<td>Core</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
<td>Core</td>
</tr>
<tr>
<td>SISXOH5101</td>
<td>Follow occupational health and safety policies</td>
<td>Core</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT306A</td>
<td>Provide healthy eating information to clients in accordance guidelines</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT307A</td>
<td>Undertake client health assessment</td>
<td>Elective</td>
</tr>
<tr>
<td>SISFFIT308A</td>
<td>Plan and deliver gym programs</td>
<td>Elective</td>
</tr>
<tr>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
<td>Elective</td>
</tr>
<tr>
<td>SISFFIT311A</td>
<td>Deliver approved community fitness programs</td>
<td>Elective</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION**

The qualification contains 15 units of competency and completion of all 15 units will earn a student 8 credit points towards their Queensland Certificate of Education. Partial completion of the Certificate III will be based on the percentage of competencies attained (25%, 50%, and 75%).

**COST**

The cost to enrol and complete the Certificate III Fitness is $330. Students will be expected to pay a $150 deposit to secure enrolment with one final instalment payment of $180 by the end of term one in their first year of this course.
COURSE OVERVIEW
Certificate II in Music Industry is recognised as an entry-level pathway into the Australian Music Industry. This subject focuses on music industry work-skills and therefore is geared towards students either gaining a higher certificate qualification or directly entering a Music Industry job after Year 12.

Learning Outcomes / Competencies:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>CUAIND201</td>
<td>Develop and apply creative arts industry knowledge</td>
<td>Core</td>
</tr>
<tr>
<td>CUAMPF201</td>
<td>Play or sing simple musical pieces</td>
<td>Group A</td>
</tr>
<tr>
<td>CUASOU201</td>
<td>Develop basic audio skills and knowledge</td>
<td>Group A</td>
</tr>
<tr>
<td>CUASOU203</td>
<td>Assist with sound recordings</td>
<td>Group A</td>
</tr>
<tr>
<td>CUASOU202</td>
<td>Perform basic sound editing</td>
<td>Group A</td>
</tr>
<tr>
<td>CUASOU204</td>
<td>Mix sound in a broadcasting environment</td>
<td>Group A</td>
</tr>
<tr>
<td>CUAMLT202</td>
<td>Apply knowledge of music culture to music making</td>
<td>Group A</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Group B</td>
</tr>
<tr>
<td>CUARES201</td>
<td>Collect and organise content for broadcast or publication</td>
<td>Group B</td>
</tr>
</tbody>
</table>

COURSE CONTENT/OUTLINE:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Skills (The Music Industry)</td>
<td>Digital Sound Recording</td>
<td>Business Skills (The Music Industry)</td>
<td>Apply knowledge of music culture to music making</td>
</tr>
<tr>
<td>Sound Reinforcement, live audio technology, PA systems</td>
<td>Recording/ Music/ Composition Computer Software editing</td>
<td>Stage lighting</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>Performance</td>
<td>Performance</td>
<td>Broadcasting – plan and present a live radio show in the schools online radio station</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT:

- Short Response – take home assessment booklets, Internet based self-guided research.
- Practical Observations - e.g. The setup of PA systems and Performances (These practical tasks and performances will require students to attend events out of school time).
- Essay – short essays e.g. How has technology affected the Music Industry?

Duration: 2 Years  Location: On Site  Status: Current  Package Rules: Total number of units = 8
3 core units plus 5 elective units of which - 3 units must be selected from Group A - 1 must be selected from Group A or Group B - 1 unit may be selected from the remaining electives or any currently endorsed training package qualification or accredited course at Certificate I, II or III level.

COST AND/OR ESSENTIAL EQUIPMENT:
An A4 book for writing and notes; a USB storage drive is essential.
COURSE OVERVIEW
The Sport and Recreation Studies Course provides students with the opportunity to complete the SIS20313 Certificate II in Sport and Recreation. This qualification is offered to students in the senior phase of learning who have an interest in the Sport and Recreation industry. It will provide students with a range of skills and the opportunity for employment or further study.

Students in Years 11 and 12 may enrol in this course. The delivery and assessment will be in a simulated work or industry environment with a high degree of supervision. The units are suitable for Woodcrest State College to contextualise to local industry activities. Students will also be encouraged to undertake practical work placement as part of their course so as to gain ‘real world’ experience.

COURSE STRUCTURE
This course is being delivered through Binnacle Training who has responsibility for training, assessment, compliance, reporting and recording student results. This course will be delivered as a stand-alone VET certificate course delivered by qualified teachers at the school. It will be delivered through class-based tasks that will simulate a specific industry environment. In addition, students will be involved in delivering sport/recreation programs within the school community, such as:
- Junior Sports coaching
- Primary school sport
- Officiating games or competitions

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>Core</td>
</tr>
<tr>
<td>HLTAIM003</td>
<td>Provide First Aid</td>
<td>Core</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
<td>Core</td>
</tr>
<tr>
<td>SISXIND211</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
<td>Core</td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
<td>Core</td>
</tr>
<tr>
<td>SISSSOF101</td>
<td>Develop and update officiating knowledge</td>
<td>Elective</td>
</tr>
<tr>
<td>SISXFAC207</td>
<td>Maintain sport, fitness and recreation equipment for activities</td>
<td>Elective</td>
</tr>
<tr>
<td>HLTAIM001</td>
<td>Provide Cardiopulmonary Resuscitation</td>
<td>Elective</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
<td>Elective</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
<td>Elective</td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
<td>Elective</td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and Conduct Sport and Recreation Sessions</td>
<td>Elective</td>
</tr>
</tbody>
</table>

COST
The cost to enrol and complete the Certificate II in Sport and Recreation is $250. Students will be expected to pay a $130 deposit to secure enrolment with one final instalment payment of $120 by the end of term one in their first year of this course.

CREDIT FOR QUEENSLAND CERTIFICATE OF EDUCATION
This qualification contains 12 units of competency and completion of all 12 units will earn a student 4 credit points towards their Queensland Certificate of Education. Partial completion of the Certificate II will be based on the percentage of competencies attained (25%, 50%, and 75%). Students will receive a Statement of Attainment for partial completion of the qualification or a Certificate if all units are satisfactorily completed. Students will achieve:
- Certificate II in Sport and Recreation (SIS20313); Officiating Accreditation; Coaching Accreditation; First Aid Qualification and CPR Certificate.
COURSE OVERVIEW
Certificate II in Visual Art is designed for Year 11/12 students considering further studies in the Visual Art Industry e.g. Certificate III qualifications within the CUA Training Package or seeking a pathway into employment in the Visual Art Industry.
Delivered on site at Woodcrest State College, the Certificate II in Visual Arts is designed to reflect the role of the visual artist who performs a range of mainly routine tasks in the Visual Art industry. Students who complete the course will work under direct supervision, and use practical skills to create various artworks in conjunction with research and theory on artists and art history.

Learning Outcomes / Competencies:
- BSBWHS201 Contribute to the Health and Safety of others (Core)
- CUAACD101 Use basic drawing techniques (Core)
- CUAAES202 Source and use information relevant to own arts practice (Core)
- CUADRA201 Develop drawing skills (Elective)
- CUAPAI201 Develop painting skills (Elective)
- CUAPRI201 Develop printmaking skills (Elective)
- CUACER201 Develop ceramic skills (Elective)
- CUADIG202 Develop digital imaging skills (Elective)
- CUATEX201 Develop skills to textile work (Elective)

COURSE CONTENT/OUTLINE:
<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing</strong> - Folio 1</td>
<td><strong>Printmaking</strong> - Folio 3</td>
<td><strong>Ceramics</strong> - Folio 5</td>
<td><strong>Printmaking</strong> - Folio 7</td>
</tr>
<tr>
<td><strong>Fundamentals of Drawing</strong></td>
<td><strong>Printmaking Techniques</strong></td>
<td><strong>The Teapot Project</strong></td>
<td><strong>Student-derived focus</strong></td>
</tr>
<tr>
<td>Introduction to visual skills and techniques used by artists and illustrators. Learning is achieved through both practice and research.</td>
<td>Exploring printmaking techniques through examining the Pop Art and Bauhaus movements.</td>
<td>Introduction to visual skills and techniques used by ceramic artists. Students create a ceramic teapot.</td>
<td>Building upon and extending previous skills and techniques used by printmakers and print artists.</td>
</tr>
<tr>
<td><strong>Painting</strong> - Folio 2</td>
<td><strong>Digital Art</strong> - Folio 8</td>
<td><strong>Painting &amp; Drawing</strong> - Folio 6</td>
<td><strong>Digital Art</strong> - Folio 8</td>
</tr>
<tr>
<td><strong>Painting Techniques</strong></td>
<td><strong>Photoshop</strong></td>
<td><strong>Student-derived focus</strong></td>
<td><strong>Senior Year Book</strong></td>
</tr>
<tr>
<td>Introduction to visual skills and techniques used by painters. Learning is achieved through practice and research.</td>
<td>Introduction to digital imaging and exploring skills and techniques used by digital photographers and graphic artists.</td>
<td>Building upon and extending previous skills and techniques used by painters and illustrators.</td>
<td>Extension on knowledge gained from 1st year of the course in digital imaging and exploring skills and techniques used by digital photographers and graphic artists.</td>
</tr>
</tbody>
</table>

ASSESSMENT:
- **Practical Tasks** - Folios of experimental and resolved artwork in drawing, painting, printmaking, ceramics and digital imaging with the option of textile practice for extension in Year 12.
- **Student Assessment Booklets and Visual Journal Work** – Work booklets are issued for each unit and detail the requirements and assessment activities for the course and form a major of the assessment for this Certificate. The visual Journal is also submitted to support the booklet.
- Some Internet based self-guided research is a requirements of this course as well as OH&S online exams.

ESSENTIAL EQUIPMENT:
A green WSC Visual Journal - available from Student Services ($8.50); a min 8G USB storage drive and basic collection of drawing equipment including pens, pencils, colouring pencils etc. A detailed list of resources will be supplied in first few weeks of course enrolment. Approximate cost for the additional resources is around $50 per year and students are required to purchase these items separate to resources supplied by the College. These resources include basic stationery items specific to Visual Art and a few key tools.

STUDENT ELIGIBILITY / PREREQUISITES:
It is advantageous for a student to have a pass in at least 1 semester of Year 10 Prep Art
### Course Overview

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

### Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

### Learning Outcomes / Competencies:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit of Competency Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKDIG03</td>
<td>Use digital technology for routine workplace tasks</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKLRG11</td>
<td>Use routine strategies for work-related learning</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKNUM14</td>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKNUM15</td>
<td>Estimate, measure and calculate routine metric measurements for work</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKOCM07</td>
<td>Interact effectively with others at work</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKRDG10</td>
<td>Read and respond to routine workplace information</td>
<td>Core Unit</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
<td>Core Unit</td>
</tr>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the Workplace</td>
<td>Imported Elective</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work Effectively in a business environment</td>
<td>Imported Elective</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Imported Elective</td>
</tr>
<tr>
<td>FSKRDG09</td>
<td>Read and respond to routine standard operating procedures</td>
<td>Listed Elective</td>
</tr>
<tr>
<td>FSKLRG10</td>
<td>Use Routine Strategies for career planning</td>
<td>Listed Elective</td>
</tr>
<tr>
<td>FSKOCM06</td>
<td>Use oral communication skills to participate in workplace teams</td>
<td>Listed Elective</td>
</tr>
</tbody>
</table>

### Course Content/Outline:

<table>
<thead>
<tr>
<th>Yr10 Semester 1</th>
<th>Yr10 Semester 2</th>
<th>Yr11 Semester 1</th>
<th>Yr11 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster/ Unit 1</td>
<td>Cluster/ Unit 2</td>
<td>Cluster/ Unit 3</td>
<td>Cluster/ Unit 4</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Induction</td>
<td>Work Effectively</td>
<td>Communication</td>
</tr>
</tbody>
</table>

### Assessment:

Four Cluster booklets comprising of written response, observations, roleplays.

### Cost:

Nil