Year 11 & 12
Subject Selection Guide
CHOOSING SENIOR SUBJECTS – YEAR 11 – 2017

When choosing senior subjects, it is important you choose carefully as it may have an impact on the type of occupation you choose in the future. It could also impact on your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

A SUGGESTION:
It is suggested that you choose subjects:

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

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

GUIDELINES

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

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

The following resources are available at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

The Jobguide book which can also be accessed from the Jobguide website at https://www.education.gov.au/job-guide

Brochures from industry groups provide information on the various pathways to jobs within these industries.

What’s Next? Is a publication by the Queensland Curriculum & Assessment Authority (QCAA) focusing on the pathways that are available for students who are completing Year 10.

The QTAC Guide is useful for information on tertiary courses offered through QTAC.

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

Pathways to Further Education and Training is a handout which provides general information about the Australian Qualifications Framework. Ask your Guidance Officer about this handout.

Tertiary entry: Internal Year 12 students without OPs is a handout that is available from the QTAC website at www.qtac.edu.au. It explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses through QTAC.

2. Find out about the subjects offered
Goondiwindi State High School offers the following types of subjects:

Authority Subjects
These subjects, approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered statewide in Queensland secondary schools and colleges. Achievements in these subjects are recorded on the Senior Certificate and are used in the calculation of OPs and selection ranks.

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

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

Authority-registered subjects
Authority-registered subjects are those based on QCAA developed Study Area Specifications. Achievements in these subjects are recorded on the Senior Certificate. They are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank. Authority-registered subjects emphasise practical skills and knowledge relevant to specific industries.

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

3. Check out each subject fully
Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines in this booklet
- Talk to heads of departments and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students who are already studying the subject.

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

Traps to avoid
Do not select subjects simply because someone has told you that they "will help you get a better OP".

Consider other people's opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

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

- The subject relates to or could provide a pathway to a job that attracts you.

Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.

You are interested in the subject and think you would enjoy studying it.

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

- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in Tertiary Prerequisites booklet.

Most students gain entry to university on the basis of an OP. To be eligible for an OP, in the 4 semesters of Years 11 and 12 you must complete 20 semester units of Authority subjects (the equivalent of 5 subjects). At least three subjects must remain unchanged throughout Years 11 and 12. You must also sit for the Queensland Core Skills Test.

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

School-based apprenticeships and traineeships (SATs)
You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

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

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

5. Be prepared to ask for help
If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – teachers, heads of departments, guidance officers, deputy principals and principals. Don't be afraid to seek their assistance. They are all prepared to help.
GLOSSARY OF TERMS
The following brief explanation of terms may help make subject selection easier. Seek further clarification if needed.

The Australian Qualifications Framework (AQF) shows all the qualifications issued in post-compulsory education in Australia and how these qualifications relate to each other.

Credit transfer recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority-registered subjects may attract credit towards study in a TAFE qualification.

Field Positions (FPs) rank order positions in a field against all other students eligible for a result in that field. These are dimensions of study that emphasise particular knowledge and skills. FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.

Overall Position (OP) indicates a student’s rank order position in the State reported in bands from 1 (highest) to 25.

Queensland Core Skills (QCS) Test is conducted over two days in third Term for Year 12 students. To be eligible for an OP and FPs you must sit the QCS Test. If you are not eligible for an OP or FP the test is voluntary. For students not eligible for an OP, sitting for the test may improve your selection rank.

Prerequisite. A subject or qualification required for eligibility for entry to a particular course of study or employment.

Queensland Tertiary Admissions Centre (QTAC) acts on behalf of universities, agricultural colleges, TAFE institutes and some private institutions to publish course information, to provide application materials, and to receive and process applications.

Recognition of prior learning (RPL) is the process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually.

Recommended (or desirable) subjects are not essential, but are likely to make future courses easier to understand and increase chances of success.

Selection ranks are calculated for tertiary applicants who are not school leavers or are Senior students who are not eligible for an OP. The selection rank is determined by results recorded on the Senior Certificate and Queensland Core Skills Test. A rank is from 99 (highest) to 1 (lowest)

Overview of Senior School subject organisation:

Year 11 - All students must study six (6) subjects except for students who have a Traineeship. These students will be granted a study lesson with the traineeship coordinator.

- English or English Communication is compulsory
- One Mathematics subject is compulsory

Year 12 - All students must study six (6) subjects except for students who have a Traineeship. These students may be granted a Study lesson with the traineeship coordinator.

Preparation for all students electing to sit the QCS (Queensland Core Skills) test forms an important part of the Year 12 calendar.

VET Certificate Service Agreement
This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.
Senior Secondary Curriculum (Years 11 and 12)

Senior students may choose to study either a Tertiary or a Vocational pathway to future study or employment.

Students choose 6 subjects:
- **Tertiary Pathway**: OP eligibility - choose 6 OP subjects or 5 OP subjects + 1 SAS/VET subject. (Students may add to their program with a university or TAFE subject with approval)
- **Vocational Pathway**: Majority of Vocational (SAS) subjects or VET Certificates.

<table>
<thead>
<tr>
<th>Years 11 and 12 - Senior Subjects (All Years - 210 minutes per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tertiary Subjects</strong></td>
</tr>
<tr>
<td>Authority Subjects (OP)</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics A</td>
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<tr>
<td>Mathematics B</td>
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<tr>
<td>Mathematics C</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Agricultural Science</td>
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<tr>
<td>Accounting</td>
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<tr>
<td>Business Communication &amp; Technology</td>
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<tr>
<td>Information Processing &amp; Technology</td>
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<tr>
<td>Legal Studies</td>
</tr>
<tr>
<td>Modern History</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Home Economics</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Visual Art</td>
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</table>

- **OP/Authority subjects** are based on syllabuses that have been approved and issued by the QCAA. Results in Authority subjects can count in the calculation of OPs and FPs, the most common selection devices used by the tertiary sector.

- **Vocational/Authority-registered subjects** are developed from Study Area Syllabuses (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs.

- **Vocational Education and Training (VET) Certificates** are offered to students to gain VET qualifications for future employment or further training. The School is a Registered Training Organisation (RTO) in Certificate I and II courses.

- **Students are expected to complete four (4) Semesters in each subject.**

- **Any subject changes** should be made in Year 11 at the end of each semester. Impact on the student’s QCE will be assessed before final approval.

- The school strives hard to ensure that students choose appropriate senior subjects and that students are working in **focused learning environments**. For this reason, pre-requisite and desirable subject performance requirements exist.

- Any student considering studying via Distance Education, Virtual Schooling or university programs must be approved by the school as independent learners with good organisational skills and positive literacy and technology skills. Evidence will be based on report card achievement, effort and behaviour.
How to qualify for a QCE

The Queensland Certificate of Education (QCE) is Queensland’s Senior School Qualification

To qualify for a QCE you need 20 credits and meet requirements for:

A SET STANDARD

A SET PATTERN

LITERACY

NUMERACY

Core Courses include:
- Authority Subjects
- Authority Registered Subjects
- Senior External Exam Subjects
- VET Certificates II, III, IV
- School-based Traineeships
- School-based Apprenticeships
- Tailored Training Programs
- Recognised International Learning Programs

A SET STANDARD

To get credits for a course of study you have to meet a minimum standard for that study:
E.g. Sound Achievement, pass, competent, etc—depending on what type of assessment grade the course uses.

A SET PATTERN

A total of 12 credits must come from completed core courses of study
A total of eight credits can come from other studies

Each core subject or certificate accumulates 4 credits if studied for the full 4 Semesters and a Sound or above is achieved at exit.
(OR 1 credit per Semester of study with a Sound at exit or 25% of modules completed)

Preparatory Courses:
- VET Certificates I (only accumulates 2 Credits)

Enrichment Courses
- Advanced Courses

NOTE

For your QCE you will need a learning account, a LUI number and a Password.
Your QCE credits are banked to your account
If you change subjects, check with your teacher that you are still eligible for a QCE.
Access via www.qsa.qld.edu.au > QCE

Acknowledgement of Source: QSA Exitlines
## AUTHORITY - Accounting

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Business and Technology</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
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<tr>
<td></td>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
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<td></td>
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<td>Additional Cost</td>
<td>Nil</td>
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<tr>
<td>Future Career Options</td>
<td>Accountant, Banking and Finance, Small business owner.</td>
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</table>

### Subject Overview

The units studied in Accounting assist students in developing important personal financial life skills as well as providing students with an understanding of important business practices which can support them later in their working lives. Accounting assists in the enhancement of employment opportunities as it is used in all businesses.

### What skills are developed?

- Effective communication skills
- Working independently
- Following procedures
- Promotes numeracy
- Logical reasoning
- Using current technology and programs

### Year 11 Topics

- General Journals, Ledger, Trial Balance
- Electronic Business
- Bank Reconciliation and column cash journals
- Accrual Accounting - Balance Day Adjustments
- Income Statement, Balance Sheet
- Calculation of financial ratios
- Recording and Controls - A/Cs Receivable
- Internal Controls

### Year 12 Topics

- Accounting for Non-Current Assets
- Budgeting
- Accrual Accounting
- MYOB
- Ratios - Analysis of Reports
- Cash Flow Statements

### Year 11 Assessment

- Practical supervised exam
- Letter of advice to a client
- Extended written report

### Year 12 Assessment

- Supervised written
- Extended written
- Practical assessments

### Study Expectations

Study will be dependent on how quickly students work in class. Generally, there will be 30 minutes study required, three times per week.

### Learning Experiences and Excursions

- Analysing business accounts
- Preparing budgets
- Preparing cash flow statements
- Calculating adjustments
## AUTHORITY - Agricultural Science

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Science</th>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Alison Bishop</td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
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<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
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<tr>
<td>Future Career Options</td>
<td>A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, biotechnology, environmental management, business, marketing and agricultural education, research and development.</td>
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### Subject Overview

Agricultural Science provides opportunities for students to explore agricultural concepts and systems and to investigate agricultural issues and problems. Students engage with the agricultural industry through the integration of three areas of study: plant science, animal science and agribusiness. Sustainable resource management underpins the course of study as students consider factors impacting on agricultural production systems.

### What skills are developed?

Agricultural Science enables inquiry-based learning as students conduct practical and research-based agricultural investigations. Students formulate questions, hypotheses and plans for agricultural investigations to collect, organise and analyse agricultural information. By comparing research results and agricultural industry standards, students simulate the work of agricultural scientists, managers and producers who attempt to meet and exceed industry standards. Students conclude investigations by evaluating information, making and justifying decisions and recommendations, and communicating with stakeholder audiences.

### Year 11 Topics

- Plant Science
- Animal Science
- Agribusiness
- Sustainability

### Year 11 Assessment

- Extended response - research
- Extended response to stimulus
- Examination - short response
- Examination - extended response

### Year 12 Topics

- Plant Science
- Animal Science
- Agribusiness
- Sustainability

### Year 12 Assessment

- Extended response - research
- Extended response to stimulus
- Examination - short response
- Examination - extended response

### Study Expectations

Students are expected to consolidate learning in their own time in addition to working on assessment in time out of class.

### Learning Experiences and Excursions

Students will participate in a variety of learning experiences including individual, small and large group work. Inquiry-based learning as well as teacher directed activities are included in the course. Students will also be involved in field work as part of the course.
AUTHORITY - Ancient History

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SOSE</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Melissa Smith Email: <a href="mailto:smit843@eq.edu.au">smit843@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
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<tr>
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<td>Minimum Pre-Requisites</td>
<td>Year 10 SOSE</td>
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<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Researcher, Librarian, Museum Curator, Journalist, Lawyer, Teacher, Film Maker, Historian, Lecturer</td>
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</tbody>
</table>

**Subject Overview**

The study of Ancient History enables students to learn about the key historical events, issues and people that have shaped the ancient world. Students are encouraged to engage in the inquiry process in a learner-centred approach that encourages planning and using an historical research process, forming historical knowledge through critical inquiry and communicating historical knowledge.

**What skills are developed?**

- Planning and using an historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge

**Year 11 Topics**

- Possible topics include:
  - Studies of Archaeology - famous archaeological discoveries
  - Studies of Religion - Egyptians, Aztecs, Incas and Mayan civilizations
  - Study of Political Structures - Athens and Sparta

**Year 12 Topics**

- Possible topics include:
  - Study of Everyday Lives - Rome and Pompeii
  - Studies of Chinese Technologies, Innovations and Inventions
  - Studies of Conflict - The Roman Empire and Alexander the Great

**Year 11 Assessment**

- Possible assessment tasks include:
  - Short Answer/Objective Test
  - Multimodal Presentation
  - Extended Written Response to Historical Evidence
  - Stimulus Response Exam
  - Written Research Task

**Year 12 Assessment**

- Possible assessment tasks include:
  - Short Answer/Objective Test
  - Multimodal Presentation
  - Extended Written Response to Historical Evidence
  - Stimulus Response Exam
  - Written Research Task

**Study Expectations**

Three hours per week - reviewing and revising class work and/or preparing for and working on assessment tasks.

**Learning Experiences and Excursions**
AUTHORITY - Business Communication and Technology (BCT)

<table>
<thead>
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<td>Possible QCE Credits</td>
<td>4 points</td>
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<tr>
<td></td>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>NIL - a pass in year 10 English is preferable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Approx: $100 if participating in Dreamworld Excursion</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Real Estate, Tourism Industry, Hospitality Industry, Events Management, Travel Industry, Public Relations, Journalist, Marketing, Administration</td>
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</tbody>
</table>

**Subject Overview**

Business Communication and Technology is designed to equip students with the ability to communicate effectively and interact professionally and confidently within a business environment. It is important that students entering the workforce acquire the knowledge, skills and attitudes necessary to effectively function in a variety of business contexts. This course aims to provide students with the skills to prepare presentations and reports for use in a professional business context, along with preparing them to participate in the ever changing world of business.

**What skills are developed?**

- Effective communication skills
- Team work skills
- Technology application skills
- Analysis, interpretation and evaluation skills
- Higher order thinking

**Topics**

- Business environments
- Work, health and safety
- Managing people
- Social media
- Organisation and work teams
- Events administration
- International business
- Industrial relations

**Assessment**

- Research report
- Supervised exams
- Oral and visual presentation
- Multimedia
- Supervised exams
- Group event management task
- Research report

**Study Expectations**

2 hours per week (includes homework and independent study)

**Learning Experiences and Excursions**

- Workplace Health and Safety Dreamworld Excursion
- Evaluating various local businesses
- Planning a local event
- Investigating case studies
AUTHORITY - Biology

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<td>Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
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<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Any science field would benefit from a background in biology.</td>
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Subject Overview
Biology is the study of life. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention of those systems. Students will gain insight into the scientific manner of investigating problems pertaining to the living world; experience the processes of science; develop a deeper understanding and aesthetic appreciation of the living world.

What skills are developed?
Students will develop the knowledge to understand biological concepts and theories and link these ideas to explain phenomena. Investigating biology is a key aspect where students will formulate, conduct and write up a practical investigation. The process of evaluating biological issues and to reflect on biology over time and the reliability of scientific knowledge.

Year 11 Topics
- Classification and Evolution
- Cell Biology
- Ecology

Year 12 Topics
- Plant Control and Coordination
- Genetics
- Animal Control and coordination
- Reproductive technologies

Year 11 Assessment
- Written tasks
- Extended experimental investigations
- Extended responses

Year 12 Assessment
- Written tasks
- Extended experimental investigations
- Extended responses

Study Expectations
Students are expected to consolidate learning in their own time in addition to working on assessment in time out of class.

Learning Experiences and Excursions
Students will participate in a variety of learning experiences including individual and small and large group work. Inquiry-based learning as well as teacher directed activities are included in the course. Students will also be involved in field work as part of the course.
AUTHORITY - Chemistry

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<td>Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>Nil - prefer an A standard in Science &amp; Maths in Yr 10.</td>
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<td></td>
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<td>Additional Cost</td>
<td>None</td>
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<tr>
<td>Future Career Options</td>
<td>Medicine, Pharmacy, Physiotherapy, scientific/medical research, chemical engineering, nursing</td>
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</table>

Subject Overview

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of Chemistry is essential for many vocations.

What skills are developed?

- safe laboratory skills
- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems.

Year 11 Topics
- Introduction to chemistry
- Shipwrecks and salvage (redox chemistry)
- Transport: A necessary evil
- Forensic chemistry

Year 12 Topics
- Swimming pool chemistry
- New materials: Manipulating molecules
- Water: Take me to the river
- Atmospheric chemistry: the air we breathe

Year 11 Assessment
- Supervised Exams
- Extended Response Task
- Extended Experimental Investigation

Year 12 Assessment
- Extended Experimental Investigation
- Supervised Exams
- Extended Response Task

Study Expectations

3 hours per week

Learning Experiences and Excursions

- Practical laboratory based experiments
- Analysis of water quality at local swimming pool
- Researching from primary and secondary sources
- Accessing and using computers, including internet research
- Undertaking national science initiatives
- Developing decision-making skills
- Interpreting data from wide-ranging sources including media
- Analysing current strategies or policies of the issue being investigated
- Analysing strategies and evaluating effectiveness or improvements
- Applying the principles of research ethics
- Formulating hypotheses and testing them through fieldwork, experiments, interviews and research
AUTHORITY - Drama

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<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
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<tr>
<td><strong>Contact Person</strong></td>
<td>Name: Carolyn Stuart/Steve Leadbetter</td>
<td>Possible QCE Credits</td>
<td>4 points</td>
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<td></td>
<td>Email: <a href="mailto:cstua11@eq.edu.au">cstua11@eq.edu.au</a> <a href="mailto:slead8@eq.edu.au">slead8@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>nil</td>
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<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Excursion cost (approx $80)</td>
</tr>
<tr>
<td><strong>Future Career Options</strong></td>
<td>A course of study in Drama can establish a basis for further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject Overview**

Drama is a unique art form that re-presents and re-enacts experiences, ideas, stories and emotions. Drama is one of the oldest forms of artistic expression and continues to be significant in all cultures and societies. Drama is created and performed in diverse spaces, including theatres, to achieve a wide range of purposes. It is usually shared live, but can also be created, mediated and shared through digital media and platforms. Engaging with drama in all its manifestations - including Commedia, Absurdism, Realism and Shakespearean theatre - provides opportunities to experience, understand and communicate different perspectives on the world.

**What skills are developed?**

In the subject Drama, students have opportunities to learn about a range of forms and styles of the dramatic art form and gain understanding of human experience in different cultures, times and places. Drama connects students to creative, technical and other cognitive processes and provides opportunities for them to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts.

**Year 11 Topics**

- Commedia Dell’Arte
- Absurd Theatre
- Documentary Drama

**Year 12 Topics**

- Realism
- Elizabethan Theatre (Shakespeare)
- Various theatre styles within Collage Drama

**Year 11 Assessment**

- Forming - Improvising Commedia
- Responding - Critical analysis Commedia & Sit-com
- Presenting - Performing Absurdist theatre
- Responding - Critical Review
- Presenting - Documentary drama
- Forming - Script writing/Directing

**Year 12 Assessment**

- Forming - Script writing
- Presenting - Performing and responding to Shakespearean texts
- Presenting - Realism
- Responding -Critical Review
- Forming - Script writing/Directing

**Study Expectations**

A major requirement of Senior Drama is preparation for performance - this includes blocking and learning of lines. This takes time and is to be part of student homework - three hours a week around assessment time.

**Learning Experiences and Excursions**

A course of study in Drama provides opportunities for students to build their knowledge, understanding and skills across the dramatic languages to create, perform and respond to drama situated in a variety of contexts to achieve different purposes. Teaching and learning in Drama always has a purpose, is located within a context, and uses and creates text. Purpose, context and text work together to create dramatic action and meaning. GSHS provides students with opportunities to learn the dramatic languages within and across a range of contexts. Specifically, in Years 11 and 12, students attend a professional performance, usually at QPAC, in Brisbane.
**AUTHORITY - Senior English**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Authority (OP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Name: Di Dalziel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:ddalz1@eq.edu.au">ddalz1@eq.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible QCE Credits</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Future Career Options**

**Subject Overview**

The study of English occurs in a world of rapid cultural, social, economic and technological change which places complex language demands on citizens to be literate. Senior English is designed to effectively prepare students for these changes.

**What skills are developed?**

This course of study enables students to interpret, respond to, and create: face to face, written, spoken/signed, visual, nonverbal and auditory texts.

Students who study Senior English are also being prepared for the future; whether that involves further study or entrance into the work force.

**Year 11 Topics**

- On the Outside Looking in
- Media Watchdog
- Words, Words, Words
- Literature Study

**Year 12 Topics**

- The Voiceless
- Fact vs Fiction
- The World of Shakespeare
- Documenting Our World
- The Journey Within

**Year 11 Assessment**

- Australian Short Story
- Oral persuasive speech
- Feature Article
- Multi-modal poetry presentation
- Analytical exposition.

**Year 12 Assessment**

- Short Story
- Persuasive Oral
- Written Exam
- Dramatic Recreation of scene from a Shakespearean play
- Feature Article
- Written Reflective Text

**Study Expectations**

Students are expected to approach their study with maturity and participate in the full range of classroom activities. Regular reading of a range of texts is required. Assignments and exam preparation should form part of their set homework.

**Learning Experiences and Excursions**

Individual and group tasks will be completed.
AUTHORITY - Geography

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Melissa Smith</td>
</tr>
<tr>
<td>Email: <a href="mailto:msmith843@eq.edu.au">msmith843@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Subject Type</td>
<td>Authority (OP)</td>
</tr>
<tr>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Year 10 SOSE</td>
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<tr>
<td>Additional Cost</td>
<td>Excursion approx. $220</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Environmental Science, Aid or Development Worker, Surveyor, Teacher, Town Planner, Environmental Consultant, Cartographer</td>
</tr>
</tbody>
</table>

Subject Overview
Geography is the study of human and natural characteristics of places and the interactions between them. Students study a variety of themes which consider both how humans interact with the environment and how this impacts on our way of living. They also consider the spatial dimension of where things are and why they are there.

What skills are developed?
Geography develops students for adult life by creating informed perspectives. Students learn to be critical global citizens with the ability to consider issues and problems within society, conduct geographical investigations and present credible solutions to these problems. Furthermore, students develop spatial literacy and become proficient in a range of skills such as critical thinking, analysis, evaluation, decision-making, justification and effective communication.

Year 11 Topics
Possible Topics:
- Living with Climate Change
- Sustaining Biodiversity
- Sustaining Communities
- Connecting People and Places

Year 12 Topics
Possible Topics:
- Responding to Natural Hazards
- Managing Catchments
- The Geography of Disease
- Feeding the World's People

Year 11 Assessment
Possible Assessment:
- Stimulus Response Essay
- Short Response Exam
- Report
- Practical Exam

Year 12 Assessment
Possible Assessment:
- Stimulus Response Essay
- Short Response Exam
- Report
- Practical Exam

Study Expectations
Students will be expected to complete approximately three hours of homework per week which may include revision, consolidation activities, extension activities or assessment work.

Learning Experiences and Excursions
Students are exposed to a variety of learning opportunities incorporating the use of technology. A significant component of Geography is fieldwork and, as such, students are provided the ability to attend a field excursion during the course.
AUTHORITY - Home Economics

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Home Economics</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Meghann Wear Email: <a href="mailto:mwear8@eq.edu.au">mwear8@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Weekly cooking ingredients Fabric and sewing needs</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Social Worker, teacher, psychologist, interior design, home economist, dietician, community development officer, childcare worker, chef.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Overview

Senior Home Economics is the study of Nutrition and Food, Individuals, Families and Communities, Textiles and Fashion. It assists the family and individuals to improve their lifestyle and well-being. Senior Home Economics focuses on practical and theoretical work which explores issues that impact on families and individuals.

What skills are developed?
- Decision-making Skills
- Planning and Evaluating
- Responsible Consumerism
- Investigating and composing Pursuasive Arguments in relation to Contemporary Issues
- Practical Textile Skills
- Practical Food Preparation Skills

Year 11 Topics
- The Nature of Food – food technology, product development, marketing, sustainable food practices, environmental impact, paddock to plate
- Your House, Your Home – textile properties, house plans, built environment, soft furnishings. Students create a major textile article for the home eg. Quilt.

Year 12 Topics
- Sustainable Textiles - awareness of environmental, social, and economic issues related to textiles.
- Creation of a sustainable textile item using recycled denim.
- Modern influences on Food – influences on food choices, media and marketing, food equity, food literacy, health and wellbeing of families

Year 11 Assessment
- Research Assignments
- Supervised written exam
- Process Journal
- Practical skills – textiles & foody study areas

Year 12 Assessment
- Research Assignments
- Supervised written exam
- Process Journal
- Practical skills – textiles & foody study areas

Study Expectations

2 - 3 Hours per week

Learning Experiences and Excursions
- Practical in both textiles and food areas
- Allows for choice of tasks to accommodate individual student interests
- Hands-on trials and sample techniques in food and textile areas
- Research and Problem Solving
- Decision making, planning & evaluation of practical skills
- Experimentation exploring the scientific properties of food
- Product development supported by investigative journal
AUTHORITY - Information Processing and Technology (IPT)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Business and Technology</th>
</tr>
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<tbody>
<tr>
<td>Subject Type</td>
<td>Authority (OP)</td>
</tr>
<tr>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>nil Study of ICT in Year 9 or 10 especially ICP would be an advantage</td>
</tr>
<tr>
<td>Additional Cost</td>
<td>nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>IT Professional, Engineering</td>
</tr>
</tbody>
</table>

Contact Person
Name: Catherine Kerlin (2017)
Email: ckerl4@eq.edu.au
Name: Nina Jobling (2016)
Email: njobl1@eq.edu.au

Subject Overview
Information Processing and Technology is a course of study that provides students with knowledge, skills, processes and understanding of information technology. Rather than teaching specific programs, the focus of this subject is more on problem identification and solution. This is an academic subject that requires higher order thinking and the ability to solve problems independently.

What skills are developed?
- Computer programming
- Analysis and problem solving
- Database design and creation

Year 11 Topics
- Algorithms
- Software Programming
- Relational Information Systems
- Structured Query Language
- Human Computer Interface
- Social and Ethical Issues

Year 12 Topics
- Algorithms
- Software Programming
- Human Computer Interface
- Relational Information Systems
- Structured Query Language
- Social and Ethical Issues
- Intelligent Systems

Year 11 Assessment
- Short response exam
- Practical task
- Minor group project
- Case study investigation - folio of tasks

Year 12 Assessment
- DDE Software Program
- Short response exam
- Analytical Report
- Major group project
- Online Written response

Study Expectations
2 hours of homework per week and independent study

Learning Experiences and Excursions
- Programming examples
- Querying a database
- Group projects
- Evaluating case studies
AUTHORITY - Legal Studies

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Business and Technology</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Minimum Pre-Requisites</td>
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</tr>
<tr>
<td></td>
<td>Additional Cost</td>
<td>Approx: $50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(If an excursion is organised)</td>
<td></td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Informed citizen, introduction for studying law, court clerk, police force.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Overview

In Australian society individuals and groups face significant legal and social issues. To deal with these issues, people need to be informed of their legal position, rights and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

What skills are developed?

Students will collect, organise, analyse and synthesise relevant information and evaluate its quality and validity. Individually and in groups they will attempt to solve problems and propose resolutions to legal issues. They will comment on the effectiveness, adequacy and appropriateness of legal outcomes. They will communicate ideas, information, opinions, arguments and conclusions in various formats.

Year 11 Topics

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

Year 12 Topics

- Housing and the law
- Independent inquiry
- Family and the law
- Environment and the law

Year 11 Assessment

- Short response test
- Case study response
- Research assignment
- Essay in exam conditions

Year 12 Assessment

- Short response test
- Case study response
- Research assignment
- Essay in exam conditions

Study Expectations

Study will be dependant on how quickly students grasp concepts and complete work in class. Generally, there will be 40 minutes study required, three times per week.

Learning Experiences and Excursions

The independent inquiry is an opportunity for students to investigate an area of the law which interests them. A visit to the local court house or the State Supreme Court and Law Library may be organised. Local police officers are invited to discuss their role in criminal law. Other guest speakers and excursions to local businesses that are relevant to topics studies may be possible.
**AUTHORITY - Mathematics A**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Julie Chapman Email: <a href="mailto:jchap6@eq.edu.au">jchap6@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>Nil - A Sound Achievement in Year 10 is beneficial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Pre-requisite for many TAFE (Apprenticeships and Certificates) &amp; some University courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject Overview**

Maths A is a very practical math and is based heavily on applications. It is a subject that may be required for students planning to go to TAFE and university where the math component is not large. Maths A contains many life related topics with students completing related tasks. (Qualification for the numeracy component of the QCE requires a Sound Achievement in at least one Semester of study.)

**What skills are developed?**

Students will: develop knowledge and skills of computation, estimation and measurement
- manipulate simple algebraic methods
- interpret and analyse information
- make judgements based on evidence and reasoning
- justify and communicate results in various forms

**Year 11 Topics**

- Financial Maths
- Trigonometry
- Statistics
- Probability
- Measurement
- Networks and Queueing

**Year 12 Topics**

- Financial Maths
- Trigonometry
- Statistics
- Probability
- Measurement
- Networks and Queueing

**Year 11 Assessment**

- Supervised Exams
- Extended Modelling
- Problem Solving Tasks/Reports

**Year 12 Assessment**

- Supervised Exams
- Extended Modelling
- Problem Solving Tasks/Reports

**Study Expectations**

Approximately 2 hours of homework, regular revision and study per week is required for success in this subject.

**Learning Experiences and Excursions**
### Authority - Mathematics B

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name: Julie Chapman</td>
<td>Email: <a href="mailto:jchap6@eq.edu.au">jchap6@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Recommend Year 10 Extension has been undertaken</td>
<td>Additional Cost</td>
<td></td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Prerequisite for some University courses eg Physiotherapy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Subject Overview
Maths B is a subject based heavily on theoretical mathematics. It is for students planning to study at university where the component of math is substantial. Areas of study include medicine, science, engineering, business, math and education. Maths B must be studied if choosing Maths C. (Qualification for the numeracy component of the QCE requires a Sound Achievement in at least one Semester of study.)

#### What skills are developed?
Students will:
- demonstrate knowledge and skills in advanced computation and algebraic methods and procedures
- mathematically model and solve problems using strategies and skills
- justify matricial arguments
- communicate mathematically in a range of forms

#### Year 11 Topics
- Statistics
- Trigonometry
- Logarithmic Functions
- Optimisation
- Integration
- Geometry

#### Year 12 Topics
- Statistics
- Trigonometry
- Logarithmic Functions
- Optimisation
- Integration
- Geometry

#### Year 11 Assessment
- Supervised Exams
- Extended Modelling
- Problem Solving Tasks/Reports

#### Year 12 Assessment
- Supervised Exams
- Extended Modelling
- Problem Solving Tasks/Reports

#### Study Expectations
Approximately 2 hours of homework and regular revision and study per week is required for success

#### Learning Experiences and Excursions
AUTHORITY - Mathematics C

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Authority (OP)</td>
</tr>
<tr>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>It is recommended that students have achieved well in the Year 10 Extension Course</td>
</tr>
<tr>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Future Career Options: Highly recommended for University courses in Engineering, Sciences and Technology

Subject Overview
Maths C is a subject investigating the higher levels of math and involves a lot of new original concepts. Areas of future study may be Physics, Engineering, Pure Mathematics and Math Education. (Qualification for the numeracy component of the QCE requires a Sound Achievement in at least one Semester of study.)

What skills are developed?
Students will:
- develop knowledge and skills in advanced computation and algebraic methods and procedures
- model and solve problems using strategies and skills
- justify mathematical arguments and make decisions
- communicate mathematically in various forms

Year 11 Topics
- Groups
- Number Systems
- Matrices
- Vectors
- Calculus
- Structures
- Two optional topics

Year 12 Topics
- Groups
- Number Systems
- Matrices
- Vectors
- Calculus
- Structures
- Two optional topics

Year 11 Assessment
- Supervised Exams
- Extended Modelling
- Problem Solving Tasks/Reports

Year 12 Assessment
- Supervised Exams
- Extended Modelling
- Problem Solving Tasks/Reports

Study Expectations
A minimum 2 hours of homework and regular revision and study per week is required for success.

Learning Experiences and Excursions
AUTHORITY - Modern History

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Authority (OP)</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Name: Melissa Smith</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:msmit843@eq.edu.au">msmit843@eq.edu.au</a></td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Year 10 SOSE</td>
</tr>
<tr>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Researcher, Librarian, Museum Curator, Journalist, Lawyer, Teacher, Film Maker, Historian, Lecturer</td>
</tr>
</tbody>
</table>

**Subject Overview**

The study of Modern History enables students to learn about the key historical events, issues and people that have shaped our world. Students are encouraged to engage in the inquiry process in a learner-centred approach that encourages planning and using an historical research process, forming historical knowledge through critical inquiry and communicating historical knowledge.

**What skills are developed?**

- Planning and using an historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge

**Year 11 Topics**

- Possible topics include:
  - Turning Points in World History
  - Imperialism and Globalisation
  - The New World Order
  - Family Structures
  - Feminism

**Year 12 Topics**

- Possible topics include:
  - Racism in our Community
  - World War I
  - Towards a Safer World
  - Australia's Place in the World
  - Great Peacemakers in History

**Year 11 Assessment**

- Possible assessment tasks include:
  - Short Answer/Objective Test
  - Multimodal Presentation
  - Extended Written Response to Historical Evidence
  - Stimulus Response Exam
  - Written Research Task

**Year 12 Assessment**

- Possible assessment tasks include:
  - Short Answer/Objective Test
  - Multimodal Presentation
  - Extended Written Response to Historical Evidence
  - Stimulus Response Exam
  - Written Research Task

**Study Expectations**

Three hours per week - reviewing and revising class work and/or preparing for and working on assessment tasks.

**Learning Experiences and Excursions**
AUTHORITY - Physical Education

<table>
<thead>
<tr>
<th>Faculty</th>
<th>PE</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
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</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Alison Bishop</td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td>Contact Person</td>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Future Career Options
- Medicine, Allied health/ theory, Nursing, Early Childhood, Primary – PE or general
- Secondary – PE or general, Exercise Physiology, Gym Supervision, Recreation, Personal Training

Subject Overview
In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences, explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

What skills are developed?
Physical Education involves students as intelligent performers, learning in, about and through physical activity. Intelligent performance is characterised by high levels of cognitive functioning, using both rational and creative thought. Students are decision makers engaged in the active construction of meaning through processing information related to their personal experience and to the study of physical activity.

Students engage in learning experiences that cover the assessable dimensions of acquiring, applying and evaluating rather than focusing on each in isolation. Aspects of each dimension occur concurrently and are developed in conjunction with each other as interdependent entities.

<table>
<thead>
<tr>
<th>Year A Topics</th>
<th>Year B Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory:</td>
<td>Theory:</td>
</tr>
<tr>
<td>Energy Systems</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>Motor Learning</td>
<td>Figueroa’s Framework</td>
</tr>
<tr>
<td>Figueroa’s Framework</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>Training Programs</td>
</tr>
<tr>
<td>Practical element:</td>
<td>Practical element:</td>
</tr>
<tr>
<td>Badminton</td>
<td>Badminton</td>
</tr>
<tr>
<td>Touch Football</td>
<td>Touch Football</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Aerobics</td>
<td>Aerobics</td>
</tr>
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</table>

Year 11 Assessment
- Physical Performance
- Research Assignment
- Supervised Written Assessment
- Multimodal Presentation

Year 12 Assessment
- Physical Performance
- Research Assignment
- Supervised Written Assessment
- Multimodal Presentation

Study Expectations
2 hours per week

Learning Experiences and Excursions
Expect guest speakers and coaches, Drill/skill and game activities
AUTHORITY - Physics

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Science</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
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</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Alison Bishop</td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:abish56@eq.edu.au">abish56@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>Nil - an A in Math &amp; Science is preferable</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Medicine, Engineering, Teaching, Science Journalism, Energy Exploration, Aerospace Engineer, Astronomer, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Overview
The development of understanding of physical phenomena occurs in physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences. As a result, physics has become one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories expressed in mathematics.

What skills are developed?
The global aims are statements of the long-term achievements, attitudes and values that are developed by students through studying Physics but that are not directly assessed by the school.
The overarching aim of studying any course in science, thereby including Physics, should be to develop in students an ongoing ability to extend their scientific literacy.
Accordingly, through a course of study in Physics, students should develop:
the capacity to work scientifically in physics contexts
the skills to engage in informed scientific inquiry and safe investigation techniques beyond school context
an ability to understand and appreciate the physics encountered in everyday life
a capacity to work as part of a team engaging in cooperative activity
an ability to communicate understandings of physics

Year 11 Topics
Cars, Speed and Safety
Amusement Park Physics
The Search for Understanding
Physics In The Home
Car Audio
Medical Physics

Year 12 Topics
Cars, Speed and Safety
Amusement Park Physics
The Search for Understanding
Physics In The Home
Car Audio
Medical Physics

Year 11 Assessment
Extended Experimental investigation
Supervised assessment
Extended Response Task

Year 12 Assessment
Extended Experimental investigation
Supervised assessment
Extended Response Task

Study Expectations
3 hours per week

Learning Experiences and Excursions
Dreamworld excursion
AUTHORITY - Visual Art

<table>
<thead>
<tr>
<th>Faculty</th>
<th>The Arts</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Lesley Hawker Email: <a href="mailto:lhawk1@eq.edu.au">lhawk1@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Careers that require creative thinking, critical analysis and problem solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject Overview**
Engages students in creative thinking, critical analysis and problem solving processes involved in producing (making), displaying and appreciating (appraising) artworks. The inquiry model of researching, developing, resolving and reflecting emphasises processes of investigation as well as the production of an image or an object. Students are given teacher developed focus from which they develop visual concepts and ideas.

**What skills are developed?**

**Year 11 Topics**
- Experiment with and resolve visual art works using multiples, series, sequences, progressions and cycles
- Apply techniques such as micro-macro, fragmentation and wholes, repetition and division, metamorphosis- transformation, grids, mazes and labyrinths, layering, and erasure
- Students will create meaning and express a point of view about the social forces that define how we live using social issues, conditions and aspects as a point of reference

**Year 12 Topics**
Continue to develop from Year 11

**Year 11 Assessment**
- Digital Journal Appraisal Task (Short response task 800-1,000 words)
- Making Folio (Body of Work 1)
- Digital Journal Appraisal Task (Analytical writing task 1000-1200 words)

**Year 12 Assessment**
Continue to develop from Year 11

**Study Expectations**
Be required to complete both short term and long term homework in order to resolve experimental process work begun in class
Students will be required to complete between 3 and 5 hours of homework and independent research per week
Students are offered non-mandatory use of after school studio time to use specialised equipment and access to resources required to complete artworks

**Learning Experiences and Excursions**
Making (practical experiences, experimenting, developing and resolving, individual studio time)Appraising Artworks (researching, investigating, analysing, evaluating, justifying)
Exhibition practice (participating in art shows, public/community projects, displaying your own and other's art work) Access to professional art workers through events such as Expressive Arts Work, public art projects, gallery visits.
VET - Certificate II Business (BSB20115)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Business and Technology</th>
</tr>
</thead>
</table>
| Contact Person   | Name: Catherine Kerlin (2017)  
                  | Email: ckerl4@eq.edu.au  
                  | Name: Nina Jobling (2016)  
                  | Email: njobl1@eq.edu.au |
| Possible QCE Credits | 4 points |
| Minimum Pre-Requisites | Nil |
| Additional Cost | Nil |
| Future Career Options | Office work, running own business, secretarial positions. |

Subject Overview
This course will offer students the opportunity to gain hands on practical skills of working in an office. The course is mostly self paced and is aimed at giving students skills they can use both at work and in their own personal lives.

What skills are developed?
Communication  
Group work  
Independent study

Topics
- BSBITU201 Produce simple word processed documents  
- BSBINM202 Handle mail  
- BSBCMM201 Communicate in the workplace  
- BSBINM201 Process & maintain workplace information  
- BSBWOR203 Work effectively with others  
- BSBITU202 Create and use spreadsheets  
- BSBITU202 Create electronic presentations  
- BSBWOR202 Organise & complete daily work activities  
- BSBWHS201 Contribute to Health & Safety of self & others  
- BSBSUS201 Participate in environmentally sustainable work practices  
- BSBITU303 Design and produce text documents  
- BSBWOR204 Use business technology

Assessment
- Folio of work  
- Observation  
- Demonstration  
- Scenarios (Problem solving, teacher questioning)  
- Written Test  
- Team Work  
- Role Play  
- Folio of work  
- Scenarios (Problem solving, teacher questioning)  
- Case Study  
- Self-assessment  
- Written Test  
- Role Play

Study Expectations
Most work can be completed during class time if students work well. Sometimes, a small amount of homework is required.

Learning Experiences and Excursions
Using telephones, binding, photocopying, calculating postage rates, preparing business and meeting documentation.
VET - Certificate II Rural Operations (AHC21210)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Agriculture</th>
<th>Subject Type</th>
<th>VET Certificate</th>
</tr>
</thead>
</table>
| Contact Person   | Name: Alison Bishop  
Email: abish56@eq.edu.au | Possible QCE Credits | 4 points |
|                  | Minimum Pre-Requisites | Nil               |
|                  | Additional Cost   | Nil               |
| Future Career Options | Farming, Grazing, Agronomy, Vet Nursing, Chemical Representatives, Fencing etc. |

Subject Overview
Certificate II Rural Operation is designed to develop skills and knowledge essential for employment in the rural industry. The units of competency provide a base in both practical and theoretical aspects.

What skills are developed?
A combination of the following competencies:
- Provide basic first aid for animals
- Inspect and clean machinery for plant, animal and soil material
- Carry out basic electric fencing operations
- Install, maintain and repair fencing
- Assist with the operation of pressurised irrigation
- Identify and draft livestock
- Operate tractors
- Operate basic machinery and equipment
- Undertake operational maintenance of machinery
- Participate in OHS processes
- Collect, store and handle eggs from breeder flocks
- Maintain health and welfare of poultry
- Incubate eggs
- Perform routine oxy acetylene welding
- Perform manual heating and thermal cutting
- Perform routine manual metal arc welding

Year 11 Topics
- Rural Industry
- Livestock

Year 12 Topics
- Machinery and Horticulture
- Preparing for a career in Agriculture

Year 11 Assessment
- Projects
- Questioning
- Written responses
- Observations
- Journal
- Work Placement

Year 12 Assessment
- Projects
- Questioning
- Written responses
- Observations
- Journal
- Work Placement

Study Expectations
Completion of all booklets as supplied

Learning Experiences and Excursions
Excursions to local industry on a regular basis. Guest speakers
SAS - Early Childhood

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Home Economics</th>
<th>Subject Type</th>
<th>Study Area Syllabus (SAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name: Louise Dyer</td>
<td></td>
<td>Possible QCE Credits: 4 points</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:pdyer1@eq.edu.au">pdyer1@eq.edu.au</a></td>
<td></td>
<td>Minimum Pre-Requisites: none</td>
<td></td>
</tr>
<tr>
<td>Additional Cost</td>
<td></td>
<td>Materials for creating assessment item</td>
<td></td>
</tr>
</tbody>
</table>

Future Career Options: Child care, home care, teacher aide, health

Subject Overview

The primary focus of the Early Childhood field of study and industry is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout the course, students are encouraged to develop knowledge and understanding including human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families, behaviour management, special needs, workplace health and safety, industry practice and expectations, and legislation and ethical issues. This provides a framework for students’ observations of, interactions with, and reasoning about young children.

What skills are developed?

- Practical skills in child care
- Knowledge of child care, rules and regulations in the community
- Reasoning skills and decision-making involving care of children and working in child care situations.

<table>
<thead>
<tr>
<th>Year 11 Topics</th>
<th>Year 12 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Early Years</td>
<td>Planning Play Activities</td>
</tr>
<tr>
<td>Grow and Play</td>
<td>Sun-safe Play</td>
</tr>
<tr>
<td>The Healthy Child</td>
<td>Read and Count</td>
</tr>
<tr>
<td>Nature vs Nurture</td>
<td>Play and Learn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 Assessment</th>
<th>Year 12 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised written exam</td>
<td>Supervised written exam</td>
</tr>
<tr>
<td>Practical demonstrations- Reading/Language Development</td>
<td>Practical demonstrations- Play and Learn</td>
</tr>
<tr>
<td>Practical demonstration- food preparation Investigations</td>
<td>Practical demonstration-Plan and Play Investigations</td>
</tr>
</tbody>
</table>

Study Expectations

1 1/2 hours per week

Learning Experiences and Excursions

- Visits to child care establishments
- Practical experiences with children at play
- Constructing and making items for children, Case Studies, Investigations, Simulations, Role Plays, Research
- Possible virtual baby experience
SAS - Engineering Skills

<table>
<thead>
<tr>
<th>Faculty</th>
<th>ITD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Type</strong></td>
<td>Study Area Syllabus (SAS)</td>
</tr>
<tr>
<td><strong>Possible QCE Credits</strong></td>
<td>4 points</td>
</tr>
<tr>
<td><strong>Minimum Pre-Requisites</strong></td>
<td>NIL - A pass in Year 10 ITD, Graphics and Maths is preferable</td>
</tr>
<tr>
<td><strong>Additional Cost</strong></td>
<td>Refer below</td>
</tr>
</tbody>
</table>

**Contact Person**
- Name: Terry Gleeson
  Email: tglee18@eq.edu.au
- Name: Joel Bensley
  Email: jbens70@eq.edu.au

**Future Career Options**
A course of study in Engineering Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

**Subject Overview**
The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**What skills are developed?**
By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

**Year 11 Topics**
- Sheet Metal Working
- Welding and Fabricating
- Fitting and Machining

**Year 12 Topics**
- Sheet Metal Working
- Welding and Fabricating
- Fitting and Machining

**Year 11 Assessment**
- Workshop safety
- Safety and procedure - Short answer response test
- Product - Cantilever Toolbox
- Presentation of information - Brochure style
- Product – Engineers Vice
- Presentation of information - Multimodal
- Practical demonstration – Metal Craft
- Teacher observation of student skills

**Year 12 Assessment**
- Workshop safety
- Safety and procedure - Short answer response test
- Product - Folding Shovel
- Presentation of information - Brochure style
- Practical demonstration – Portable BBQ
- Product – Student choice
- Presentation of information - Multimodal
- Teacher observation of student skills

**Study Expectations**
Completion of non-product components is to be completed at home using online resources. The duration of this work will take on average about 2 hours per week. Opportunities to complete non-product components during class time are limited.

**Learning Experiences and Excursions**
- Collecting, analysing and organising information
- Planning and organising activities
- Working with others in a team
- Solving problems
- Using mathematical ideas and techniques

**Additional Costs**
- **Mandatory**: Steel Capped boots, long sleeve shirt and trousers
- **Preferable**: Personal hearing protection
SAS - English Communication

<table>
<thead>
<tr>
<th>Faculty</th>
<th>English</th>
<th>Subject Type</th>
<th>Study Area Syllabus (SAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Di Dalziel</td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:ddalz1@eq.edu.au">ddalz1@eq.edu.au</a></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Trades, Office work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Overview

English Communications is the English alternative. It is a Study Area Syllabus (SAS) which therefore means a student is OP ineligible if they study this course instead of English. This is a highly practical and real life experience subject. Students are exposed to issues and situations that they will face when leaving school. These situations include; job searching, event planning, moving out of home and planning a holiday/trip. The course is 60% spoken assessment and 40% written assessment.

What skills are developed?

Written communication in the form of letters, booklets, informative handouts and filling out forms. Oral communication in the form of persuasive and informative speech.

<table>
<thead>
<tr>
<th>Year 11 Topics</th>
<th>Year 12 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal &amp; Civil Law</td>
<td>Moving Out, Moving In</td>
</tr>
<tr>
<td>Workplace Communications</td>
<td>Careers</td>
</tr>
<tr>
<td>Event Planning</td>
<td>Safe Partying</td>
</tr>
<tr>
<td>Tourism</td>
<td>Autobiography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 Assessment</th>
<th>Year 12 Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court Case Presentation</td>
<td>&quot;How to Guide&quot; on moving out of home</td>
</tr>
<tr>
<td>Legal Documents</td>
<td>Career Expo</td>
</tr>
<tr>
<td>Interviews</td>
<td>Guide to Safe Partying</td>
</tr>
<tr>
<td>Plan an Event - budgeting, advertising and planning</td>
<td>Autobiography</td>
</tr>
<tr>
<td>Organise a Tour/Holiday to different parts of the world</td>
<td></td>
</tr>
</tbody>
</table>

Study Expectations

Students are expected to participate in all aspects of the course. The course consists of 60% spoken assessment task and 40% written. Students are expected to complete assessment in class however if not completed in class it must be completed in home time.

Learning Experiences and Excursions

Students learn real life skills which they can use when finishing school. These skills consist of, but are not limited to, budgeting, renting a home, grocery shopping and planning events. They will be exposed to experts in these fields for example; real estate agents, bank managers and event planners.
# SAS – Hospitality Practices

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Home Economics</th>
<th>Subject Type</th>
<th>Study Area Syllabus (SAS)</th>
</tr>
</thead>
</table>
| Contact Person | Name: Louise Dyer  
Email: pdyer1@eq.edu.au | Possible QCE Credits | 4 points |
| | Minimum Pre-Requisites | NIL |
| Additional Cost | Chef’s Jacket (purchase from school).  
All ingredients for weekly cookery lessons.  
Fully covered-in shoes for all practical lessons.  
Hospitality Black and Whites are required for ALL function work. |

**Future Career Options**  
A variety of careers within the Hospitality Industry

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### Subject Overview

Senior Hospitality is designed to enhance students’ knowledge and understanding of the Hospitality Industry and Catering Process with emphasis placed on both theory and practical components. Activities are linked with the Industry to make learning relevant, hands-on, reflection of current trends and real-life. Includes general and vocational educational components.

### What skills are developed?

- Thinking skills/communication  
- Operational and workplace skills  
- Interpersonal skills  
- Knowledge and skills related to employment within the Hospitality Industry  
- Teamwork  
- Safety and hygiene

### Year 11 Topics

- Getting to Know the Hospitality Industry  
- Hospitality Trends

### Year 12 Topics

- Cultural Cuisines  
- Events: Small Business Ventures

### Year 11 Assessment

- Objective, short response tests  
- Response to stimulus tasks  
- Project and practical work  
- Demonstrations/observations  
- Participation in ventures, both in and out of school hours

### Year 12 Assessment

- Objective, short response tests  
- Response to stimulus tasks  
- Project and practical work  
- Demonstrations/observations  
- Participation in ventures, both in and out of school hours

### Study Expectations

- 2-3 hours of homework and independent study per week  
- Attendance and participation in both school and out-of-school functions

### Learning Experiences and Excursions

- Safety and Hygiene Procedures  
- Excursion to local Hospitality establishments  
- Food Production and Presentation along with Teacher-led Demonstrations  
- Weekly Practical Lessons  
- Use of technology to research, develop, design and produce invitations and café-style menus  
- Groupwork Activities and Major Practical Functions  
- Visits/Demonstrations by Guest Speakers & Chefs  
- SeaWorld Resort H.O.T.E.L Study Tour
SAS - Information Communication and Technology (ICT)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Business and Technology</th>
<th>Subject Type</th>
<th>Study Area Syllabus (SAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Catherine Kerlin (2017) Email: <a href="mailto:ckerl4@eq.edu.au">ckerl4@eq.edu.au</a> Name: Nina Jobling (2016) Email: <a href="mailto:njobl1@eq.edu.au">njobl1@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>N/A</td>
<td>Additional Cost</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Any employment that involves the use of computers. Will provide a basic knowledge of all programs useful for any workplace.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Overview
Senior ICT is a hands-on practical computing subject. ICT is aimed at developing awareness and understanding of concepts, practices and effects of information technology. Students are provided with opportunities to engage in self-directed learning and to work within a group environment. Each topic of study will allow students to utilise various computer programs and investigate issues within a problem-solving context.

What skills are developed?
- Problem solving skills
- Communication skills
- Time and resource management
- Decision making strategies
- Groupwork strategies

Year 11 Topics
- Digital Imaging & Modelling AND Animation
- Online Communication AND Audio Video Production
- Website Production
- Audio Video Production AND Online Communication

Year 12 Topics
- Digital Imaging & Modelling AND Animation
- Online Communication
- Website Production
- Audio and Video Production

Year 11 Assessment
- Practical Assignment Tasks using computers and other technologies

Year 12 Assessment
- Practical Assignment Tasks using computers and other technologies

Study Expectations
During assessment time, homework is sometimes required.

Learning Experiences and Excursions
- Creating a stop-motion animation with Lego and other media
- Creating a 'How-To' Help using technology movie
- Create a Webpage
- Compare different technologies
SAS - Industrial Technology Studies

<table>
<thead>
<tr>
<th>Faculty</th>
<th>ITD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Type</td>
<td>Study Area Syllabus (SAS)</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Name: Terry Gleeson Email: <a href="mailto:tglee18@eq.edu.au">tglee18@eq.edu.au</a> Name: Joel Bensley Email: <a href="mailto:jbens70@eq.edu.au">jbens70@eq.edu.au</a></td>
</tr>
<tr>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>NIL, However, a pass in Year 10 ITD, Graphics and Maths is preferable</td>
</tr>
<tr>
<td>Additional Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Future Career Options</td>
<td>A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.</td>
</tr>
</tbody>
</table>

**Subject Overview**

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including building and construction and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

**What skills are developed?**

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

**Year 11 Topics**

- Workshop Safety
- Carpentry
- Plastering and Painting
- Furniture making
- Furniture finishing

**Year 12 Topics**

- Carpentry
- Plastering and Painting
- Furniture making
- Furniture finishing

**Year 11 Assessment**

- Completion of OnGuard
- Safety and procedure - Short answer response test
- Product - Saw Horses
- Presentation of information - Brochure style
- Product – Chilly Bin
- Practical demonstration – wood turning
- Presentation of information - Multimodal
- Teacher observation of student skills

**Year 12 Assessment**

- Completion of OnGuard
- Safety and procedure - Short answer response test
- Product - Stud wall
- Presentation of information - Brochure style
- Product – Adirondack chair
- Presentation of information - Multimodal
- Practical demonstration – wood turning
- Teacher observation of student skills

**Study Expectations**

Completion of non-product components is to be completed at home using online resources. The duration of this work will take on average about 2 hours per week. Opportunities to complete non-product components during class time are limited.

**Learning Experiences and Excursions**

- Collecting, analysing and organising information
- Planning and organising activities
- Working with others in a team
- Solving problems
- Using mathematical ideas and techniques
## SAS - Physical Recreation

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Subject Type</th>
<th>Study Area Syllabus (SAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE</td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Additional Cost</td>
<td>$90 First Aid Accreditation</td>
</tr>
</tbody>
</table>

### Contact Person
Name: Alison Bishop  
Email: abish56@eq.edu.au

### Future Career Options
Gym Supervision, Recreation, Personal Training, Coaching, Leisure Management

### Subject Overview
Recreation aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreational activities, and thereby enhance their prospects of employment. The study areas are:
- Recreation, you and the community — examining the effects of recreation on individuals and communities
- Physical activity and healthy lifestyle — investigating the role of physical activity in maintaining good health
- Safety, risk awareness and health concerns — evaluating strategies to promote health and safety
- Interpersonal and group dynamics — investigating personal and interpersonal skills to achieve goals.

### What skills are developed?
Through its focus on the study of recreational activities, the Recreation Study Area Specification (SAS) aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, and thereby enhance their prospects of employment in the recreation industry.

### Year 11 Topics

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength &amp; Conditioning</td>
<td>Resistance Training</td>
</tr>
<tr>
<td>Coaching</td>
<td>Gym/Fitness Activities</td>
</tr>
<tr>
<td></td>
<td>Archery</td>
</tr>
<tr>
<td></td>
<td>Softball</td>
</tr>
</tbody>
</table>

### Year 12 Topics

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practical element</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Recreation &amp; Fitness Industry</td>
<td>Orienteering</td>
</tr>
<tr>
<td>Event Management</td>
<td>Outdoor Pursuits</td>
</tr>
<tr>
<td>Media Influence</td>
<td>Golf</td>
</tr>
<tr>
<td></td>
<td>Lawn Bowls</td>
</tr>
</tbody>
</table>

### Year 11 Assessment

- Research Report Project

### Year 12 Assessment

- Physical Performance Investigation Project

### Study Expectations
1 hour per week

### Learning Experiences and Excursions
Active participation in physical contexts  
Ability to select and use information to enhance learning in, about and through physical activity  
Demonstrate performances in physical activities that reflect knowledge and understanding, attitudes and values, and a range of physical, personal, interpersonal and vocational skills.
## SAS - Prevocational Math

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Type</th>
<th>Authority (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Name: Julie Chapman Email: <a href="mailto:jchap6@eq.edu.au">jchap6@eq.edu.au</a></td>
<td>Possible QCE Credits</td>
<td>4 points</td>
</tr>
<tr>
<td></td>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional Cost</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Future Career Options</td>
<td>Tafe courses, retail careers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Subject Overview
Prevocational Math is a subject that has been designed to foster an attitude of success in those students who have previously experienced difficulty with Mathematics. It provides a suitable challenge for those students who prefer learning activities within a real life application.
(Qualification for the numeracy component of the QCE requires a Sound Achievement in at least one Semester of study.)

### What skills are developed?
Students will:
- develop knowledge and skills of computation, estimation and measurement
- interpret and analyse information
- make judgements based on evidence and reasoning
- justify and communicate results in various forms
- develop skills allowing them to apply maths to real life situations

### Year 11 Topics
- Earning Money
- Health and Exercise
- Maths in Medicine
- Car and Phone Mathematics
- Travelling Overseas
- Investing Money
- Buying Your First Home
- Building or Renovating Your Home
- Planning to Leave Home

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### Year 11 Assessment
Each Semester a folio of tasks is created - tasks may be individual, unseen, and in written format. The folio will include Extended Modelling and Problem Solving Tasks/Reports and formal supervised tests.

### Year 12 Assessment
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### Study Expectations
1 hour of homework and individual study / revision per week is expected for success

### Learning Experiences and Excursions