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MESSAGE FROM THE PRINCIPAL

Students entering Year 11 need to begin making some very important decisions about their futures. Many will be contemplating university, and Beaudesert State High School has a proud tradition of getting the very best academic outcomes from its students. Others will consider entering the workforce, enrolling in a full-time vocational course or pursuing an apprenticeship.

Regardless of whether students intend to pursue an academic or industry pathway, I urge them to consider this information booklet carefully. Decisions made now will affect the type of careers or occupations students may follow when they leave school. Furthermore, course selection also affects students’ happiness and success while at school.

Choosing subjects should be based on the following:

- Provides enjoyment
- Enables students to achieve success
- Opens up career opportunities
- Develops lifelong skills, attitudes and knowledge

I encourage students to approach the task of subject selection calmly and carefully. They should:

- Follow the guidelines
- Ask for help along the way
- Produce a list of subjects that meets their needs
- Be prepared to ask for help

By doing so, they will be doing themselves a favour.

As young adults, students entering Year 11 will enjoy greater freedom to determine the outcomes of their educational development. Within our school’s philosophy of learning, engagement and relationships, I trust that students will accept the responsibilities that this entails and do their very best.

In return, the school will ensure that students are given the best opportunities to acquire the essential knowledge, skills and understandings for future success. By doing so, students will be assisted in every way possible to achieve their personal best.

Welcome to Year 11 at Beaudesert State High School. To the students, I wish you well in these last, all-important, years of your secondary schooling.

Alan Smith
Principal
DIFFERENCES BETWEEN AUTHORITY SUBJECTS AND AUTHORITY REGISTERED SUBJECTS

Only Authority subjects are considered when calculating your Overall Position (OP) and Field Positions on the Tertiary Entrance Statement issued at the end of Year 12.

If you have intentions of proceeding to university, you must select at least five (5) Authority subjects to enable you to obtain a Tertiary Entrance Statement. If you have intentions of proceeding to TAFE or to employment, you may select Authority subjects and/or Authority-registered subjects.

AUTHORITY SUBJECTS

These subjects:
- are based on a statewide syllabus approved and issued by the Queensland Curriculum and Assessment Authority (QCAA)
- have school work programs accredited by QCAA
- have assessment of student achievement reviewed and verified by QCAA
- do contribute to a student’s eligibility for an Overall Position (OP)
- do contribute to a student’s selection score (OP or rank)
- are recorded on the Queensland Certificate of Education (QCE) (see below) and The Senior Statement (see below)

AUTHORITY REGISTERED SUBJECTS

These subjects:
- are based on Queensland Curriculum and Assessment Authority (QCAA) Study Area Specifications
- have school work programs accredited by the QCAA
- may include National Modules from Certificate Levels 1, 2 and/or 3
- do contribute to entry into TAFE through recognition of prior learning by the prospective TAFE institutions
- do NOT contribute to an Overall Position (OP)
- do contribute to a student’s rank
- are recorded on QCE and The Senior Statement

Both Authority and Authority Registered subjects are accredited and approved by the Queensland Curriculum and Assessment Authority (QCAA) and appear on The Senior Statement issued at the end of Year 12 which lists results in both types of subjects.

TAFE subjects are Non Authority subjects. They may either be part of existing courses or completely separate subjects in their own right. If you study these subjects, a nearby TAFE college may issue you with a TAFE Certificate. This will complement your Senior Statement and QCE and may also be listed on your Senior Statement and QCE.

Students who intend to apply for entry to TAFE advanced diploma/diploma courses and who are ineligible for an OP will be considered on the basis of their achievement in Authority, Authority-registered, Vocational Education and TAFE subjects which appear on the Senior Statement.

Please note that subjects offered at the school will only run if minimum student numbers are met.
WHAT IS THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)?

Students in Years 11 and 12 in Queensland schools work towards the Queensland Certificate of Education (QCE).

Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority (QCAA). For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12.

The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study during the Senior Phase of Learning.

What is a credit?
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a certificate II qualification is 25% (amount learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of leaning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

Semester Units
All subjects are arranged in half-year semester units. If you study a subject continuously over 2 years you will do 4 semester units of that subject. You may wish to change subjects at the end of a semester because you are having difficulty with a particular subject. Such changes should not be made lightly, however, and permission to change will depend on such factors as your ability, your attitude to your studies, pre-requisites for further study after Year 12 and existing class sizes. Those of you who at some stage are contemplating a change need to follow a set procedure and must first see the Head of Department of the subject you wish to change out of. You receive recognition on your Senior Statement for every semester completed and you receive 1 credit towards your QCE for every Semester completed at a Sound Achievement or better (further examples follow).

Assessment
There are no external examinations for full-time students in Queensland secondary schools. Rather, assessment is conducted within the school but is subject to rules and conditions detailed by the Queensland Curriculum and Assessment Authority (QCAA). Schools develop work programs for each subject taught based on QCAA syllabuses or Subject Area Specifications. Students, parents and in fact, the community generally, may have access to these at any time.

Emphasis is placed on matching student objectives, as set out in the accredited school program, with appropriate learning experiences and evaluation techniques. This allows teachers to determine how well you have achieved the relevant objectives.

Levels of Achievement
Your results will be expressed by a level of achievement for each subject studied. There are five levels: Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA), and Very Limited Achievement (VLA).

It is possible for full-time secondary students to enrol in a school of distance education when their own school is unable to offer a particular subject. If you are considering this option, discuss it fully with a guidance officer.
Flexibility
The QCE qualification recognises a range of learning options. Students can design a program of study to match their career goals. In this way, there will be more flexibility in what, where and when learning occurs.

Not all the learning need take place at school. Some learning can be with a Registered Training Provider, in a workplace or with a community group. The list of options appears in the following table.

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core (min 12 credits)</td>
<td>Authority &amp; Authority registered subjects</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Certificate II (including SATs)</td>
<td>4</td>
</tr>
<tr>
<td>Preparatory (max 6 credits)</td>
<td>Certificate I in General Construction</td>
<td>3</td>
</tr>
<tr>
<td>(max 2 qualifications)</td>
<td>Certificate I in Furnishing</td>
<td>2</td>
</tr>
<tr>
<td>Enrichment (up to 8 credits)</td>
<td>Recognised certificate</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Community project</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Structured workplace (20 days)</td>
<td>1</td>
</tr>
<tr>
<td>Advanced (up to 8 credits)</td>
<td>University subjects</td>
<td>2</td>
</tr>
</tbody>
</table>

The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.

Each student who finishes Year 12 will receive a Senior Statement in December of that year. If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

This statement is a transcript of the learning account that records all contributing studies and the results achieved. It also includes the Queensland Core Skills (QCS) Test result, if applicable. All students who finish Year 12 receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE at that time.

A reminder of the new Queensland Government Laws
The QCE complements the Governments “learning or earning” laws which mean that all young people are required to complete Year 10 at school and go on to complete a further two years of education and training. The new laws:

- make it compulsory for young people to stay at school until they finish Year 10 or have turned 16, whichever comes first;
- require young people to then participate in education and training for a further two years, or until they have gained a QCE, or until they have gained a Certificate III vocational qualification, or until they have turned 17;
- provide exemptions for young people who enter full-time work (25 hours per week minimum) after they have either completed Year 10 or turned 16.

For more information:

- Visit the QCAA website: https://www.qcaa.qld.edu.au/
- Visit the QCAA website for QCE info: https://www.qcaa.qld.edu.au/downloads/senior/qce_planning_pathway.pdf
- Visit Student Connect: https://studentconnect.qcaa.qld.edu.au/
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCAA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and PPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. PPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). PPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCAA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.

Planning QCE pathways
To gain a **QCE** students need

- **an AMOUNT OF LEARNING**
  - 20 credits

- **at a SET STANDARD**
  - Sound Achievement, Pass or equivalent

- **at a SET PATTERN**
  - at least 12 credits from completed Core courses of study
  - an additional 8 credits from a combination of any courses of study

- **need literacy and numeracy requirements.**

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### Working towards a QCE

#### About the QCE

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

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

#### How the QCE works

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

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

#### Planning a QCE pathway

QCE planning usually starts in Year 10.

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

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### Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
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<tbody>
<tr>
<td>CORE courses usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken in each area of the QCE.</td>
</tr>
<tr>
<td>Authority or Authority approved subjects</td>
<td>For a credit (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by School External Examination</td>
<td>For a credit</td>
</tr>
<tr>
<td>VET Certificates IV or Qualifications (includes school-based trainships)</td>
<td>For a credit</td>
</tr>
<tr>
<td>School based apprenticeships that incorporate the job training</td>
<td>For a credit</td>
</tr>
<tr>
<td>Recognised International learning programs</td>
<td>For a credit</td>
</tr>
</tbody>
</table>

**PREPARATORY COURSES**

- A maximum of 6 credits can contribute.

**ENRICHMENT COURSES**

- A maximum of 8 credits can contribute.

**ADVANCED COURSES**

- A maximum of 11 credits can contribute.

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### Literacy and numeracy requirements

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

- At least a sound achievement in the senior subject of English and Mathematics.
- A prerequisite in Literacy and Numeracy course recognised by the QCA.
- A sound achievement in the Queensland Core Skills (QCS) Test.
- A credit for an International Baccalaureate examination in English and Mathematics.
- Completion of FSK1103 Certificate II in Skills for Work and Vocational Pathways.
- Completion of a VET course in English for Employers and Training — Communication, i.e., 3930 QLD (Certificate I) or 3921 QLD (Certificate II).
Certificates and statements

Upon completion of Year 12, Queensland students receive a Senior Education Profile, which may contain any combination of the following certificates and statements.

- **Senior Statement** — provided to all students who complete Year 12. It shows all studies and results that may contribute to a QCE or a Tertiary Entrance Statement.

- **Queensland Certificate of Education (QCE)** — awarded to eligible students who achieve a significant amount of learning to a set standard and in a set pattern, while also meeting literacy and numeracy requirements.

- **Tertiary Entrance Statement** — awarded to eligible students. It shows a student's Overall Position (OP) and Field Positions (FP) for admission to tertiary courses.

- **Queensland Certificate of Individual Achievement (QCA)** — awarded to eligible students with impairments or difficulties in learning who have completed an individualised learning program.

Find out more

Visit the QCAA website at www.caa.qld.edu.au, or telephone (07) 3864 0299.
The Queensland Certificate of Education (QCE) is Queensland’s senior school-based qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12.

The qualification is internationally recognized and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students. It recognizes a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning, and university subjects undertaken while at school.

Courses of study

A variety of courses of study may contribute towards the QCE. These are organised into four categories:
- Core courses are usually undertaken by students during the senior phase of learning and include Authority and Authority registered subjects. A minimum of 12 credits must come from completed Core courses of study, with at least one of these from studies completed at school.
- Preparatory courses are generally used as stepping stones to further study or training. They include VET certificate 1 qualifications, employment skills development programs, recognition of re-engagement programs, recognised certificates and awards, and literacy or numeracy short courses developed by the QCAA. A minimum of 6 credits from preparatory courses can count towards the QCE.
- Enrichment courses provide students with opportunities to develop their skills and knowledge at a higher level. These include recognised certificates and awards, structured workplace or community-based learning programs, learning projects, accredited VET courses, and some Authority extension subjects and non-QCAA school-based courses. A minimum of 3 credits from enrichment courses can count towards the QCE.
- Advanced courses go beyond the scope and depth of typical senior secondary schooling and include university courses and diploma or advanced diploma programs undertaken at school. A minimum of 6 credits from advanced courses can count towards the QCE.

Planning for a QCE

QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests, and ambitions. The plan is agreed between the student, their parents/careers and the school, and maps out what, where and how a student will study during their senior phase of learning. The SET Plan should be developed by the end of Year 10, updated as necessary, and regularly reviewed to monitor progress.

Student learning accounts

Schools are required to register students with the QCAA. When a student is registered — usually in Year 10 — a learning account is created for them. The student’s learning account records their school, subject enrollments and the results of any completed studies, which contribute to the QCE. Details are provided by the school and/or other learning providers.

Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access any time via the Student Connect website at www.studentconnect.qld.edu.au. To help students remember their LUI and password, the QCAA supplies schools with learning account cards on which students can record their LUI and password.
UNDERSTANDING THE BASICS

What is an OP?

An OP (Overall Position) is a student's position in a statewide rank order based on overall achievement in Queensland Curriculum and Assessment Authority (QCAA) subjects. It is used for tertiary entrance purposes only, and indicates how well a student has done in comparison to all other OP-eligible students in Queensland. Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest).

How do I get an OP?

To get an OP, you must study a certain number of Authority subjects and satisfy other requirements including completion of Year 12 and the Queensland Core Skills Test (Q CST) test. The basic eligibility requirement is 20 semester units of credit in Authority subjects with at least three subjects taken for four semesters. Authority subjects are based on syllabuses that have been approved and issued by the QCAA.

How is my OP calculated?

The calculation of your OP begins with the results you get in the subjects you study in Year 12. These results are reported on your Senior Certificate in terms of five levels of achievement: Very High Achievement, High Achievement, Sound Achievement, Limited Achievement, and Very Limited Achievement. These levels of achievement alone are too broad to calculate OPs. Finer-grained comparisons of student achievement are made using subject achievement indicators (SAIs). SAIs are numbers from 200 to 400, assigned by teachers to OP-eligible students. They show your achievement compared with the achievement of other students in each subject you study in your school.

YOUR OP QUESTIONS ANSWERED

My friend and I both got five VHAs. Why did we get different OPs?

Although you both achieved great results, you won't necessarily have the same OP because you did not compete against other students to achieve these results. Not all students awarded VHAs are at the same standard. Some students may be ranked at the top of the VHA range, while others may be doing just well enough to get a VHA. Your OP and Field Positions (FPs) are based on comparisons with other students. These differences are reflected in your SAIs, which are allocated by your teachers and sent to QCAA at the end of the year as input for OP calculations. It is important that you check your SAIs to ensure they represent your position in the rank order fairly.

If I get five SAIs of 400 will I get an OP?

Not necessarily. In fact, usually not. An SAI of 400 only indicates that you are the school's highest achieving student in a particular subject. You may not be the best student overall in the school, nor among the top students in Queensland.

Does Year 11 count towards my OP?

In most cases, Year 11 does not count towards your OP. Year 11 focuses mainly on formative assessment which aims to provide feedback on your progress as you develop skills and knowledge in your subjects. However, each subject has its own assessment pattern and even if you exit a subject in Year 11, those results might still be used in the calculation of your OP. You can find out how each subject is assessed by checking your school's QCAA-approved work program. If you're aiming for an OP, you should do your best in every subject during both years. However, even if you had lower results in Year 11 than you would have liked, you can improve these results by working hard in Year 12 and improving your ranking in each of your subjects.

How should I choose my subjects to get a good OP?

The QCAA recommends that you choose the subjects you enjoy and are good at. If you do your best then you will achieve the OP you have earned.
Are high achievers disadvantaged in a lower achieving subject-group?

High achievers are not disadvantaged provided they demonstrate considerably better achievement compared to the other students in that subject. A student who wants a good OP must consistently demonstrate outstanding achievement in all subjects. In a low-achieving subject-group, this would be reflected in a large gap between one student’s SAI and the SAIs of other students. OP calculations take into consideration both the average and the spread of the subject-group’s QCS Test performance. Low achievers may reduce the average but having a much higher achiever in the group increases the spread, therefore ensuring there is no disadvantage.

Which subjects are used to calculate my OP?

Your best 20 semesters are used in the calculation of your OP. These are determined after your SAIs have been scaled, so they might not be the subjects you expect.

Are some subjects worth more than others?

All QCAA subjects are treated equally in OP calculations. What matters in OP calculations is not the subject that you study but how well you do in relation to the competition in that subject. A student can achieve an OP1 or an OP25 studying any combination of subjects.

Is there a bias in favour of certain schools?

Students, not schools, are awarded OPs. The procedures followed for the calculation of OPs are exactly the same for students in every school. The quality, application and performance of students are unevenly distributed across schools so different performances at different schools are to be expected.

Are students in a small group or a small school disadvantaged?

The QCAA has special procedures in place for small groups and small schools to ensure students are not disadvantaged or advantaged. SAIs are assigned differently and the scaling processes are adjusted to make sure that OPs reflect student performances fairly.

Does the QCAA allocate the number of OP1s for each school in advance?

The QCAA does not set a quota of OP1s (or any other OP rank) for a school. OPs and FP s compare students (not schools) across the state, providing a statewide rank order of students for that year. The number of OP1s achieved by students at a particular school can vary from year to year depending on the level of student achievement and how they rank compared with students across the state that year. If there is a large number of OP1s in your school in a particular year, it’s simply because a large number of high-achieving students attended your school.

If I do badly on the QCS Test, how will this affect my OP?

Your OP is not based on your individual QCS Test result. QCS Test results contribute to group data used in the scaling processes in OP calculations. While it is very important that you do your best on the QCS Test, it is how well you achieve in your Authority subjects that is most important.

Do students with five or more VHAs in Authority subjects and an A on the QCS Test automatically get an OP1?

Not all students awarded VHAs are at the same standard. Some students may be ranked at the top of the VHA range, while others may be doing just well enough to get a VHA. There are more students with five VHAs than there are OP1s. Historically, students who achieve nothing lower than a VHA in all their subjects usually receive an OP between 1 and 5.

There are a lot of VISA students in my subject. Will my OP calculations be disadvantaged as a result?

VISA students are not included in OP rankings. Instead, they are given an Equivalent OP. The QCAA has special procedures in place to ensure that domestic students are not disadvantaged in subject-groups and school-groups with a high number of VISA students. These procedures also ensure that there is comparability between Equivalent OPs and OPs. (VISA students live temporarily in Australia under a short-term visa or a similar authority issued by the Australian Government.)
YOUR OP QUESTIONS continued ...

If I am OP-ineligible and I sit for the QCS Test, will I bring down the results of the students at my school?

If you are OP-ineligible your QCS Test result will not contribute to group results for calculating OPs for your school. Only the results of OP-eligible students are used in OP calculations. Your QCS Test result will appear on your Senior Statement and will be used towards your Queensland Tertiary Admissions Centre (QTAC) Tertiary Selection Rank if it improves your rank.

If I've completed a Certificate IV will I get a better OP?

Vocational education and training (VET) certificates do not contribute to the calculation of your OP. If you are OP-eligible and you complete a Certificate IV, it will not be combined with your OP or boost your OP. You will receive an OP from your Authority subjects and a QTAC Tertiary Selection Rank for your additional qualification. This rank can be considered in addition to your OP but it does not affect or change your OP.

If I am the school dux, will I receive the highest OP in my school?

While being named dux at your school is a significant achievement, it does not indicate your position in the statewide rank order. Rather, it is an indication of the way that your school sees your achievements in relation to other students at your school. The selection of the school dux does not include QCS Test data used in the calculation of OPs. So the dux of a school will not necessarily receive the highest OP at that school.

Last year my school predicted a student would get an OP2 but they got an OP4. How come?

Although it is important when deciding on tertiary preferences to have a realistic idea of the range of OPs you might receive, the QCAA advises schools against giving precise predictions. The QCAA does not know what method your school used to predict the OP so we cannot comment on the accuracy or otherwise of its calculations. However, the fact that their prediction was not what was achieved does not indicate there is a flaw in the calculation of the OP. It is important to remember that information about student performances on the QCS Test is not available to your school until after they have made decisions about the SAIs. Therefore they do not have the precise information needed to calculate an OP until after it has been calculated by the QCAA.

If I'm sick during Year 12, can I have my OP reviewed and lifted?

When a student is experiencing difficulty completing their assessment because of illness or particularly difficult circumstances, they can apply for special provision. If this is granted, your school will be required to make special arrangements to ensure you have equal opportunity to achieve. The QCAA, however, does not adjust an OP on the basis that if you had studied under different circumstances you would have achieved a better result. In fairness to all students, the Queensland Certificate of Education and the Tertiary Entrance Statement must show demonstrated achievement, not achievement that might have been demonstrated in other circumstances. Another form of special consideration may be offered by QTAC in relation to tertiary entrance. It is best to contact QTAC to inform them of your circumstances and request reconsideration.
CERTIFICATION AND TERTIARY ENTRANCE SYSTEM

STUDENT EDUCATION PROFILE
This profile is really a series of documents you receive on completing Year 12. After completing Year 12, all students will receive a Senior Statement. Those students who meet the requirements for the QCE will receive this qualification as well. Students may also request a school reference. If you are eligible for an OP, you will also receive a Tertiary Entrance Statement, issued just before Christmas by the QCAA.

SCHOOL REFERENCE
Students apply for a reference from the school in Term 3 of Year 12. References usually include information about participation in school life as well as personal qualities and work habits demonstrated to teachers while at school. The privilege of receiving a reference is granted to students who complete school with acceptable behaviour and attitude.

SENIOR STATEMENT
This certificate is issued by the Queensland Curriculum and Assessment Authority (QCAA) through the school. It is a formal record of achievement that indicates you have completed the two final years of secondary schooling to Year 12 level. It shows your name, school, subjects studied over Years 11 and 12, the number of semester units for each subject and the Level of Achievement in each subject. It also shows your result for the QCS Test (see later) if you sat the test.

An example of what the Senior Statement may look like is presented below.

<table>
<thead>
<tr>
<th>SUBJECTS:</th>
<th>Number of Semester Units</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>HA</td>
</tr>
<tr>
<td>Maths B</td>
<td>4</td>
<td>SA</td>
</tr>
<tr>
<td>Maths C</td>
<td>4</td>
<td>HA</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>VHA</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
<td>HA</td>
</tr>
<tr>
<td>HPE</td>
<td>2</td>
<td>SA</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>LA</td>
</tr>
</tbody>
</table>

Queensland Core Skills Test: B

TERTIARY ENTRANCE STATEMENT
This is issued to students who are OP eligible. Information used in the compilation of the Tertiary Entrance Statement comes from two sources: the Subject Achievement Indicators (SAIs) and the Queensland Core Skills (QCS) Test.

SUBJECT ACHIEVEMENT INDICATORS
In addition to the level of achievement awarded at the end of the study of a subject, you are assigned by the school a ranking on a scale of 200 (lowest) to 400 (highest) for each subject. It is called the SAI and is arrived at by considering the overall achievement of all students in each Queensland Curriculum and Assessment Authority (QCAA) subject at Beaudesert State High School. It has flexibility to cater for special circumstances that may affect your performance (for example, illness). Additionally, it may emphasise different aspects of a particular course by varying the weighting of semester units. These SAIs are made known to students, then are forwarded to the Queensland Curriculum and Assessment Authority (QCAA) and used in the calculation of your Overall Position (OP).
OVERALL POSITION

To be eligible for an OP, which is generally needed for entry into University Bachelor programs, students must:

- Complete at least 5 Authority subjects in years 11 and 12
- Ensure that at least 3 of these Authority subjects are studied throughout years 11 and 12
- Complete the Queensland Core Skills Test

The Tertiary Entrance Statement shows your Overall Position (OP) which compares you with all other Year 12 students in the State. This is expressed as a number from 1 to 25 and is used as a measure of your overall performance in your Authority subjects; all subjects being weighted (counted) equally. Universities use this OP to compare you with other applicants in the selection process for university places. The Queensland Curriculum and Assessment Authority (QCAA) awards this OP.

The Tertiary Entrance Statement also shows your Field Position (FP) from 1 to 10. There are five fields each representing different skills.

### TERTIARY ENTRANCE STATEMENT

<table>
<thead>
<tr>
<th>Name:</th>
<th>Overall Position: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Positions:</td>
<td>A NA</td>
</tr>
<tr>
<td></td>
<td>B 6</td>
</tr>
<tr>
<td></td>
<td>C 4</td>
</tr>
<tr>
<td></td>
<td>D 5</td>
</tr>
<tr>
<td></td>
<td>E NA</td>
</tr>
</tbody>
</table>

**Field Positions**

Field Positions (FPs) are additional rank orders that supplement an OP. The term “field” refers to areas of emphasis in the senior curriculum. FPs are used by tertiary institutions to help differentiate between students with the same OP, for example when the number of eligible applicants exceeds the number of places for a course. A student may receive up to five FPs, depending on their subject choices. FPs are reported in 10 bands, from one (the highest) to 10 (the lowest) in the following fields:

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

More information can be found: https://www.qcaa.qld.edu.au/senior/tertiary-entrance/fp

**QUEENSLAND CORE SKILLS (QCS) TEST**

The QCS Test is:

- A common state-wide test for Queensland Year 12 students
- An achievement test, not an intelligence test, not an aptitude test
- Based on the Queensland senior curriculum.

To be eligible for an OP you must sit the QCS Test. If you are not eligible for an OP you may sit the test and if you score higher than an ‘E’ on the test your tertiary entrance ‘rank’ will be improved (see section Tertiary Entry for Senior Students without an OP).

Results of students who are not eligible for an OP do not contribute to the calculation of OPs. QCS Test results are used as part of a scaling process which aims to make sure that your individual OP is affected by your individual achievements and is not affected by your membership of groups.

The QCS Test takes place over two consecutive days late in third term. The individual student’s result (A-E) is recorded on the Senior Statement. Non OP-eligible students will need to decide at the start of Year 12 whether they wish to sit the QCS test or not. If they do, the result (A-E) will appear on the Senior Statement.
SELECTION CRITERIA FOR ENTRY INTO TERTIARY INSTITUTIONS

Those eligible for consideration for standard admission must have satisfied any prerequisite subject requirements for their preferred courses. (Refer to QTAC Prerequisites Book for Tertiary Study Commencing 2014. This has a Summary of Selection Criteria for entry to Universities, Colleges and TAFE Qld). They must also have obtained an Overall Position (OP) awarded by the Queensland Curriculum and Assessment Authority (QCAA) or obtained a rank calculated by QTAC. Selection for each course will follow these steps:

- All applicants (who have satisfied the pre-requisite subjects and have obtained an OP) will be considered in order of OP band, band 1 students (the highest) being considered before band 2 students and so on.
- All qualified applicants in each OP band above that required to fill the quota will be offered places.
- If there are more applicants than the number of places available, Field Position data will be used in border-line cases to select those who receive offers. Institutions may select one or more Field Positions as relevant to the course considered. For example, an institution may nominate Field Position B as their primary field for the particular course, and will select, in the cut-off band only, all those with a Field Position of 1 in Field B before those who have a 2 in Field B. If this method does not select finely enough, the institutions may have nominated a secondary field (say, Field C) and will select then in order of their positions in Field C.

TERTIARY ENTRY FOR SENIOR STUDENTS WITHOUT AN OP

HOW ARE STUDENTS WITHOUT OPs CONSIDERED FOR TERTIARY ENTRY?

Students who complete Year 12 and do not qualify for an OP can still gain entry to courses offered at tertiary institutions participating in QTAC. These institutions include TAFE Qld and most universities, except Southern Cross University (Lismore). All applicants, whether they are OP or non OP-eligible, must still satisfy specified prerequisites. Prerequisites may be subject requirements or folio/audition requirements for creative and performing arts courses.

Non OP-eligible students will be allocated a QTAC selection score, called a ‘rank’, based on their results recorded on the Senior Certificate and, if they sat it, their result in the Queensland Core Skills (QCS) Test.

Students not eligible to receive an Overall Position (OP) should be aware that the decision to undertake a non-OP program may make the attainment of the extremely high ranks necessary for entry to some competitive courses at tertiary institutions difficult and, in some cases, impossible to achieve.

WHAT IS A RANK?

Ranks are worked out from tables developed by QTAC in consultation with other higher education authorities. Where OPs are based on a scale from 1 (highest) to 25 (lowest), ranks is based on a scale from 99 (highest) to 1 (lowest). Ranks for non OP-eligible students are calculated from specially formulated tables, known as schedules. The schedules take into account student’s results on the Senior Certificate and QCS Test, if sat. A student’s rank will be improved if they do the QCS Test and achieve better than an E result.

QTAC expects the schedules to remain fairly stable, but since the values in these tables are based on the data for the relevant year, students should expect to see some variation from one year to the next.

Please see one of our guidance officers for more specific information.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SATs)

A School-Based Apprenticeship/Traineeship (SATs) is a concept where Year 11 or 12 students can study for their Senior Statement and QCE qualification and at the same time train for a nationally recognised Vocational Education and Training (VET) qualification. Under this arrangement, a person is both a secondary school student and employed as an apprentice or trainee. The employer pays the student wages for hours worked.

School-Based Apprenticeships/Traineeships are not an exercise in work experience or industry placement. They are fully recognised programs with the same qualification status as full time apprenticeships/traineeships.
**BENEFITS OF THE PROGRAM**
The program will benefit students by providing them with increased opportunities for:

- Commencement of an apprenticeship/traineeship while still attending school
- Effective transition from school to work
- Combination of study, paid work and on-the-job training
- An alternative to a traditional academic program for years 11 and 12
- Gaining skills and experience in a ‘real’ work situation in an area of interest.

School-Based Apprenticeships/Traineeships will benefit employers through:

- Eligibility for Federal Government incentives – refer to the Australian Apprenticeship Centre
- Wages being paid only for the time the student is in productive work
- Trained part-time staff being available to contribute productively to the business and fill staffing gaps during busy trading times
- Industry-specific training to suit the specific enterprise
- Students enter the workforce with work skills
- Recognition as a good corporate citizen

**HOW DOES IT WORK?**
The student attends school for education purposes for part of the week, say three or four days, and either works with the employer or undertakes off-the-job training delivered by a Registered Training Organisation (RTO), for the remainder of the week. In some instances, the school may provide components of the off-the-job training. The government through the RTO funds off-the-job training.

The student and the employer enter into a legally binding training contract (known as a Training Agreement). This Agreement details the responsibility of the parties during the training program and indicates which RTO has been chosen to be responsible for the provision of training.

To clarify the training required, a Training Plan is drawn up which details the particular modules of training to be undertaken, the methods of training delivery and identifies who will deliver the training.

A probationary period applies from the date of commencement of the Training Agreement. During this time either party can terminate the Training Agreement. This provides time for both parties to determine if they wish to proceed with the traineeship.

Current examples industries for SATs: Aged Care, Agriculture, Automotive, Building & Construction, Business, Engineering, Hairdressing, Hospitality, Information Technology, Racing ( Stablehand), Retail, Sport & Recreation, etc.

**WAGES AND CONDITIONS OF EMPLOYMENT**
Wages and employment conditions are set through the Australian Government Fair Work Ombudsman website following the normal industrial awards and agreements. [http://www.fairwork.gov.au/Pages/default.aspx](http://www.fairwork.gov.au/Pages/default.aspx)

The employer pays the trainee for the time actually spent working. The rate of pay is an hourly rate based on rates of pay for the industry. Off-job-VET training is not regarded as time spent working and does not attract pay.

Workers’ compensation for trainees is provided under the employer’s workers’ compensation insurance while the trainee is working for the employer or undertaking training related to the Training Agreement. The trainee is also covered whilst travelling to and from school or home to undertake work or related training.
SENIOR STATEMENT, QCE AND VET QUALIFICATIONS

Year 12 graduates receive a Senior Statement showing results achieved in Queensland Curriculum and Assessment Authority (QCAA), Queensland Curriculum and Assessment Authority (QCAA) Registered, Study Area Specification and Recorded subjects.

In some cases, graduates who successfully complete a school-based program will also receive a VET qualification (eg Certificate II) and a QCE. In other cases, the qualification may not be completed until after the schooling has been completed. In this instance, the existing Training Agreement between the employer and trainee continues until the traineeship is successfully completed after leaving school.

WHOM TO CONTACT

FOR SUBJECT ADVICE AND CAREER COUNSELLING
Mrs Anne Foote – Guidance Officer

FOR INFORMATION ABOUT SENIOR STATEMENTS, QCE AND VET QUALIFICATIONS
Mr Tim Taylor – Head of Senior Schooling (Acting)

FOR INFORMATION ABOUT SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS
Mrs Lainie Cahill – Industry Liaison Officer

SUGGESTIONS ON HOW TO COPE WITH YEARS 11 AND 12

WORKLOAD
So you have breezed through Year 10 - and perhaps some of you are hoping to do likewise in Year 11. The news is, though, that many of you are likely to be jolted somewhat by the marked differences you may find in several areas. You may be more than a little dismayed not only by the increase in workload, but also by the type of work you are expected to cover. For example, the work is different in the sense that you will be required to develop a more critical and evaluative approach to your studies.

STUDY HABITS
Expect to change positively in many ways. You will not succeed very well if you are hoping to leave everything to the last minute and ‘crash-study’ just before exams. You will need to work regularly and consistently on homework/study/assignments throughout the year. This clearly involves the development of self-discipline and a greater sense of organisation. If you have difficulty with planning a realistic and achievable study timetable and STICKING to it - seek help before you lapse too far behind. Trying to catch up while still attending to new work can be a demoralising and stressful exercise.

The school library has a number of books on study skills. You should read at least one of these self-help guides. They contain many helpful hints that will make your study time more efficient and effective. As well, throughout the year, and particularly prior to holiday periods, various study skill courses are advertised. Attendance at one of these may give you the skills and the motivation to succeed in your studies.

PART TIME JOBS
A number of senior students in both Year 11 and Year 12 attempt to balance a full time study load with working in excess of 12 hours per week in part time jobs. Our experience with students over many years tells us that young people who take on this level of responsibility will find it very difficult to cope.

For realistic chance of success in authority subjects, our recommendation for Year 11 students is that they restrict part time work to 12 hours or less per week and in Year 12, 10 hours or less per week.

SEEKING HELP
Home, family and personal problems frequently can have a negative effect on your motivation to study. It is difficult to concentrate if you are emotionally distressed. So again, seek out someone you think can help. You may prefer to discuss your concerns with someone you know well and with whom you feel comfortable, or you may choose to talk with a counsellor, social worker, doctor or minister. The guidance officers are always there to help - not just with career concerns, but in personal, emotional and social areas as well.
Increased flexibility is available to students in special circumstances e.g. poor health, financial problems, and special family circumstances.

Individual circumstances need to be discussed with the Deputy Principal (Senior Schooling), Heads of Departments and Guidance Officers.
SUBJECT SELECTION RULES

- You must select SIX subjects, selecting ONE subject from each line
- Students selecting Maths C must also select Maths B
- Students must discuss their English and Maths selections with their Year10 teachers to ensure they are choosing the most suitable subjects
- Engineering Skills is also known as Welding
- Industrial Technology Skills is also known as Automotive
- Students wishing to achieve an OP are recommended to enrol in 6 Authority Subjects. However, this is not mandatory. Please seek advice if you are considering 5 Authority Subjects only.

SUBJECTS AND CAREER PATHWAYS

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>AGRICULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Accountant</td>
<td>Agricultural Economist</td>
</tr>
<tr>
<td>Announcer</td>
<td>Actuary</td>
<td>Agricultural Scientist</td>
</tr>
<tr>
<td>Archivist</td>
<td>Analyst (Information Technology)</td>
<td>Animal Attendant</td>
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<tr>
<td>Barrister</td>
<td>Bank/Building Society/Credit Union Office</td>
<td>Botanist</td>
</tr>
<tr>
<td>Convention Coordinator</td>
<td>Credit Officer</td>
<td>Bushland Regenerator</td>
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<tr>
<td>Copywriter</td>
<td>Costing Clerk</td>
<td>Environmental Engineer</td>
</tr>
<tr>
<td>Desktop Publisher</td>
<td>Economist</td>
<td>Farmer/Farm Manager</td>
</tr>
<tr>
<td>Editor</td>
<td>Financial Adviser and Securities Dealer</td>
<td>Fisheries Officer</td>
</tr>
<tr>
<td>Film, Stage and Television Director</td>
<td>Geographic Information Systems Officer</td>
<td>Food Technologist</td>
</tr>
<tr>
<td>Journalist</td>
<td>Inventory and Supply Officer</td>
<td>Forester</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Market Researcher</td>
<td>Gardener</td>
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<td>Librarian</td>
<td>Mathematician</td>
<td>Horticulturist</td>
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<td>Publisher</td>
<td>Physician</td>
<td>Jackaroo/Jillaroo</td>
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<tr>
<td>Proof reader</td>
<td>Programmer–Information Technology</td>
<td>Landscape Gardener</td>
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<tr>
<td>Public Relations Officer</td>
<td>Purchasing Officer</td>
<td>Pest and Weed Controller</td>
</tr>
<tr>
<td>Speech Pathologist</td>
<td>Quantity Surveyor</td>
<td>Stable Hand</td>
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<tr>
<td>Stage Manager</td>
<td>Statistician</td>
<td>Stock and Station Agent</td>
</tr>
<tr>
<td>Teacher – Secondary English</td>
<td>Tax Agent</td>
<td>Timber/Forest Product Worker</td>
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<tr>
<td>Teacher–English as a second language</td>
<td>Teacher</td>
<td>Veterinarian</td>
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<tr>
<td>University Lecturer</td>
<td>University Lecturer</td>
<td>Veterinary Nurse</td>
</tr>
<tr>
<td>Writer</td>
<td></td>
<td>Wool Classer</td>
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</table>

<table>
<thead>
<tr>
<th>CREATIVE / PERFORMING ARTS</th>
<th>CREATIVE / PERFORMING ARTS cont.</th>
<th>CREATIVE / PERFORMING ARTS cont.</th>
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</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Graphic Designer</td>
<td>Set Designer</td>
</tr>
<tr>
<td>Artist</td>
<td>Interior Designer</td>
<td>Sound Technician</td>
</tr>
<tr>
<td>Arts Administrator</td>
<td>Jeweller</td>
<td>Stage Manager</td>
</tr>
<tr>
<td>Beauty Therapist</td>
<td>Musician</td>
<td>Visual Merchandiser</td>
</tr>
<tr>
<td>Camera Operator – Film, Television, Video</td>
<td>Milliner</td>
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</tr>
<tr>
<td>Conservator</td>
<td>Make-up Artist</td>
<td>Model</td>
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<tr>
<td>Crafts person</td>
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<tr>
<td>Dancer</td>
<td>Museum Technician</td>
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<tr>
<td>Director – Film, Stage, Television</td>
<td>Multimedia Developer</td>
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<tr>
<td>Film and Television Lighting Director</td>
<td>Music Therapist</td>
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<tr>
<td>Fashion Designer</td>
<td>Musical Instrument maker</td>
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<tr>
<td>SCIENCE – PHYSICAL SCIENCES</td>
<td>SCIENCE-BIOLOGICAL/ENVIRONMENTAL</td>
<td>SCIENCE – HEALTH SCIENCES</td>
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<tr>
<td>Astronomer</td>
<td>Agricultural Technical Officer</td>
<td>Ambulance Officer</td>
</tr>
<tr>
<td>Chemical Scientist</td>
<td>Agricultural Scientist</td>
<td>Audiologist</td>
</tr>
<tr>
<td>Chemical Plant Operator</td>
<td>Biochemist</td>
<td>Cardiac Technologist</td>
</tr>
<tr>
<td>Chemist</td>
<td>Biotechnologist</td>
<td>Chiropractor</td>
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<tr>
<td>Engineering – Aerospace; Biomedical;</td>
<td>Botanist</td>
<td>Dental Hygienist</td>
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<tr>
<td>Chemical; Civil; Electrical; Electronic;</td>
<td>Cane tester</td>
<td>Dental Therapist</td>
</tr>
<tr>
<td>Industrial; Marine; Mechatronic;</td>
<td>Conservator</td>
<td>Dentist</td>
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<tr>
<td>Mechanical; Minerals processing;</td>
<td>Environmental Scientist</td>
<td>Dietician/Nutritionist</td>
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<td>Mining ;Materials;</td>
<td>Fisheries Officer</td>
<td>Medical Practitioner</td>
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<tr>
<td>Telecommunications etc.</td>
<td>Forensic Scientist</td>
<td>Medical Imaging Technologist</td>
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<td>Geologist</td>
<td>Forest Officer</td>
<td>Medical Scientist</td>
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<td>Geophysicist</td>
<td>Geologist</td>
<td>Naturopath</td>
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<td>Geoscience technician</td>
<td>Geoscience Technician</td>
<td>Nurse – enrolled</td>
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<td>Maritime electronic technician</td>
<td>Horticulturalist</td>
<td>Nurse – registered</td>
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<tr>
<td>Meteorologist</td>
<td>Hydrographer</td>
<td>Occupational Therapist</td>
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<tr>
<td>Naval Architect</td>
<td>Marine Biologist</td>
<td>Optometrist</td>
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<tr>
<td>Patent Examiner</td>
<td>Marine Scientist</td>
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<td>Physicist</td>
<td>Meteorologist</td>
<td>Osteopath</td>
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<td>Microbiologist</td>
<td>Pharmacologist</td>
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<td>Quality Assurance Inspector</td>
<td>Natural Resource Manager</td>
<td>Physiotherapist</td>
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<tr>
<td>Surveyor</td>
<td>Park Ranger</td>
<td>Podiatrist</td>
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<td>Surveying technician</td>
<td>Primary Products Inspector</td>
<td>Prosthetics Technician</td>
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<tr>
<td>Sound Technician</td>
<td>Veterinarian</td>
<td>Psychologist</td>
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<td></td>
<td>Zoologist</td>
<td>Radiation Therapist</td>
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<tr>
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<th>BUSINESS EDUCATION / LEGAL STUDIES</th>
<th>COMPUTER STUDIES</th>
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</thead>
<tbody>
<tr>
<td>Archaeologist/Anthropologist</td>
<td>Accountant</td>
<td>Architectural Drafter</td>
</tr>
<tr>
<td>Cartographer/Demographer</td>
<td>Auctioneer</td>
<td>Business Systems Analyst</td>
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<tr>
<td>Community Worker</td>
<td>Bank/Building Society/Credit Union Officer</td>
<td>Computer Assembler</td>
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<tr>
<td>Criminologist</td>
<td>Court and Hansard Reporter</td>
<td>Computer Engineer</td>
</tr>
<tr>
<td>Cultural Heritage Officer</td>
<td>Court Registrar</td>
<td>Computer Hardware Service Technician</td>
</tr>
<tr>
<td>Employment Officer</td>
<td>Economist</td>
<td>Computer Systems Educator</td>
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<tr>
<td>Environmental Scientist</td>
<td>Health Information Manager</td>
<td>Data Processing Operator</td>
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<tr>
<td>Geographer</td>
<td>Hospital Manager</td>
<td>Database Administrator</td>
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<tr>
<td>Historian</td>
<td>Human Resource Officer</td>
<td>Desktop Publisher</td>
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<tr>
<td>Hydrologist</td>
<td>Insurance Officer</td>
<td>Games Developer</td>
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<tr>
<td>Journalian</td>
<td>Law Clerk</td>
<td>Help Desk Operator</td>
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<tr>
<td>Market Researcher</td>
<td>Lawyer – Barrister, Solicitor</td>
<td>Multimedia Developer</td>
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<tr>
<td>Meteorologist</td>
<td>Legal Secretary</td>
<td>Programmer</td>
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<tr>
<td>Museum Curator</td>
<td>Management Consultant</td>
<td>Software Developer</td>
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<tr>
<td>Police Officer</td>
<td>Merchant Banker</td>
<td>Software Engineer</td>
</tr>
<tr>
<td>Property Resource Manager</td>
<td>Purchasing Officer</td>
<td>Systems Analyst</td>
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<tr>
<td>Psychologist</td>
<td>Real Estate Salesperson</td>
<td>Systems Designer</td>
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<tr>
<td>Public Relations Officer</td>
<td>Receptionist</td>
<td>Training Consultant</td>
</tr>
<tr>
<td>Rehabilitation Counsellor</td>
<td>Records Manager</td>
<td>Technical Support Officer</td>
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<tr>
<td>Residential Care Worker</td>
<td>Sales Assistant</td>
<td>Telecommunications Engineer</td>
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<tr>
<td>Social Worker</td>
<td>Secretary</td>
<td>Website Developer</td>
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<tr>
<td>Sociologist/Statistician</td>
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<td>Surveyor</td>
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<td>Teacher/Lecturer</td>
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<td>Tour Guide/Travel Consultant</td>
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<td>Town Planner</td>
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<td>Welfare Worker</td>
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<td>Youth Worker</td>
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<tr>
<td>HOME ECONOMICS / HOSPITALITY AND TOURISM</td>
<td>HEALTH / PHYSICAL EDUCATION</td>
<td>INDUSTRIAL TECHNOLOGY</td>
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<tr>
<td>Cook/Chef</td>
<td>Ambulance Officer</td>
<td>Architectural Drafter</td>
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<tr>
<td>Beauty Therapist</td>
<td>Anatomist</td>
<td>Aircraft Maintenance Engineer</td>
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<tr>
<td>Dressmaker</td>
<td>Diver</td>
<td>Automotive Electrician</td>
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<tr>
<td>Convention Coordinator</td>
<td>Exercise Scientist</td>
<td>Building Contractor</td>
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<tr>
<td>Fashion Coordinator</td>
<td>Fitness Instructor</td>
<td>Cabinet Maker</td>
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<tr>
<td>Flight Attendant</td>
<td>Health Promotion Officer</td>
<td>Dental Technician</td>
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<tr>
<td>Florist</td>
<td>Lifeguard</td>
<td>Engineering Tradesperson – Electrical</td>
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<tr>
<td>Food Technologist</td>
<td>Massage Therapist</td>
<td>Fitter</td>
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<tr>
<td>Functions Coordinator</td>
<td>Naturopath</td>
<td>Furniture Polisher</td>
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<tr>
<td>Gaming Worker</td>
<td>Nutritionist/Dietician</td>
<td>Glass and Glazing Tradesperson</td>
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<tr>
<td>Hairdresser</td>
<td>Occupational Health and Safety Officer</td>
<td>Heavy Vehicle Mechanic</td>
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<tr>
<td>Home Care Worker</td>
<td>Occupational Therapist</td>
<td>Industrial Designer</td>
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<tr>
<td>Home Economist</td>
<td>Physiotherapist</td>
<td>Locksmith</td>
</tr>
<tr>
<td>Hospital Food Service Manager</td>
<td>Recreation Officer</td>
<td>Motor Mechanic</td>
</tr>
<tr>
<td>Hotel/Motel Front Office Clerk</td>
<td>Sports Administrator</td>
<td>Metal Machinist</td>
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<tr>
<td>Kitchen Hand</td>
<td>Sports Coach</td>
<td>Optical Mechanic</td>
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<tr>
<td>Nanny</td>
<td>Sports Commentator</td>
<td>Plumber</td>
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<tr>
<td>Retail Buyer</td>
<td>Sports Development Officer</td>
<td>Panel Beater</td>
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<tr>
<td>Tour Guide</td>
<td>Sports Medicine Practitioner</td>
<td>Shipwright</td>
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<tr>
<td>Tourist Information Officer</td>
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<tr>
<td>Waiter/Food and Beverage attendant</td>
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</table>

<table>
<thead>
<tr>
<th>LANGUAGES OTHER THAN ENGLISH (LOTE)</th>
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<tbody>
<tr>
<td>Aid Agency Worker</td>
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<tr>
<td>Airline Passenger Officer</td>
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<tr>
<td>Announcer</td>
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<tr>
<td>Anthropologist</td>
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<td>Customs Officer</td>
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<tr>
<td>Diplomat</td>
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<tr>
<td>Exporter/Importer</td>
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<tr>
<td>Foreign Affairs and Trade Officer</td>
</tr>
<tr>
<td>Flight Attendant</td>
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<tr>
<td>Hotel/Motel Front Office Clerk</td>
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<tr>
<td>International Bank Officer</td>
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<tr>
<td>Interpreter</td>
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<tr>
<td>Journalist</td>
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<tr>
<td>Marketing Officer</td>
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<tr>
<td>Police Officer – Australian Federal Police</td>
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<tr>
<td>Teacher – LOTE</td>
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<tr>
<td>Tourism Manager</td>
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<tr>
<td>Tourist Information Officer</td>
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<tr>
<td>Tour Guide</td>
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<td>Translator</td>
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<td>Travel Consultant</td>
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</tbody>
</table>
AUTHORITY SUBJECTS

Authority Subjects are based on syllabuses that have been approved and issued by the QCAA. Results in Authority subjects contribute in the calculation of the student’s Overall Position (OP).
ACCOUNTING (060)
(AUTHORITY SUBJECT)

AIMS
Accounting is an information system designed to provide financial and other information about the significance of business transactions. It is designed to give students an understanding of the principles of double-entry accounting, financial controls of business organisations and the use of technologies relevant to the preparation of accounting records and reports.

ENTRY REQUIREMENTS
Satisfactory results or better in English and Maths are highly recommended.

COURSE OUTLINE
- Nature of Accounting
- Accounting equation
- Accounting processes from documents to trial balance
- End of year reports
- Accounting and control of cash, credit transactions, inventories and non-current assets
- Computers in accounting
- Statement of cash flows
- Analysis and interpretation of accounting reports
- Complete accounting processes for a sole trader

Students will become proficient at spreadsheeting and learn an industry standard accounting package – MYOB.

ASSESSMENT
The criteria for assessment are: Knowledge, Interpretation and Evaluation, and Practical Procedures. All of these categories must have routine and challenging elements within the testing program. Applied Practical Processes is defined as complex or unseen formats of work studied in class.

Students will be assessed using a variety of techniques including short response/extended writing, computer practical assignments, written practical work and spreadsheet tests.

WORKLOAD
Most work is able to be completed during class time however completion of revision for exams is essential.

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable. Every effort is made to use computers constructively for such avenues as research, report and multi-modal presentation, spreadsheeting via Excel and the specialist software program of MYOB.

FUTURE PATHWAYS
Possible opportunities available after Year 12:
- University Degrees in Accountancy, Finance and Education, Business Management
- TAFE Certificates and Diplomas in Accountancy
- Accountant
- Auditor
- Bookkeeper
- Administrative Officer
- Management Consultant
- Superannuation or Taxation Consultant

CONTACT PERSON: Ms P Cameron(Head of Department)
The course focuses on the learning areas of Knowledge, Problem Solving and Communication in an agricultural context. Learning is delivered through a well-resourced school farm with a modern glasshouse, additional farming area on the outskirts of Beaudesert and a computer laboratory.

AIMS
Upon completion of this Course, students will have developed:

- Knowledge and understanding of a range of agricultural practices
- A range of communication and problem solving skills and techniques employed in agriculture
- Knowledge and application of technology (e.g., simulations, data bases, spreadsheets, presentations, online services) relevant in agriculture
- Appreciation of the role that responsible farming and agricultural science play in Australian society
- Skills and techniques that will be useful in a range of tertiary courses in agriculture and biological/ecological sciences (e.g., at the University of Queensland – both St. Lucia and Gatton campuses, University of New England and Griffith University)

ENTRY REQUIREMENTS
There are no prerequisite requirements to studying Agricultural Science although students who achieve a C Rating in either Science or Agricultural Science in Year 10 are likely to be more successful. Use of computers (for word processing, spreadsheeting, data analysis) in this course is increasing and therefore student participation in the school’s laptop scheme is highly recommended.

WORKLOAD
The study workload in Agricultural Science is not excessive but students will be required to submit small assessment items (e.g., practical reports) from time to time. One major assignment/scientific report is required each semester. Some teacher assistance is provided in the completion of these assessment items.

COURSE OUTLINE
The following topics will be the main focus of the Course:
1. Introduction to agricultural systems and agricultural careers
2. Natural Resources Management: Climate in Agriculture, Soil Science, Landcare
4. Appreciation of the role that responsible farming and agricultural science play in Australian society
5. Skills and techniques that will be useful in a range of tertiary courses in agriculture and biological/ecological sciences

Practical work will be conducted as required. Use of the Agriculture Department computer laboratory and technologies will occur when appropriate for the purposes of research, information processing and presentation of reports and other assessment items. Q fever and other zoonotic diseases are a risk when being exposed to animals.

ASSESSMENT
Students will be assessed each Semester through a range of the following methods:

- Formal Tests
- Assignments
- Group oral presentations
- Experiment & Practical Reports

FUTURE PATHWAYS
Agricultural Science not only leads to tertiary studies but also provides good preparation for a range of employment areas. Graduating students are well-prepared for university in the areas of knowledge, problem solving and communication. Many university courses accept Agricultural Science as an alternative to Biological Science in their lists of recommended courses. Students leaving school for employment or further education (e.g., TAFE, Rural Training Colleges) will gain valuable skills and experiences for these pathways. Also, Agricultural Science will provide invaluable experiences that will be useful in later life in hobbies and recreational pursuits.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
ANCIENT HISTORY (020)
(AUTHORITY SUBJECT)

AIMS
Senior Ancient History takes students on a journey of the earliest forms of organised society, the development of wealth and hierarchy and the consequent conflicts and personalities, early technologies, of abstract thought and the power of the written. Students develop greater understanding of their world today through the critical exploration of the clues left from ancient times. Students will learn to interpret sources of information using the research process and historical essay writing.

ENTRY REQUIREMENTS
Year 10 History is not a prerequisite. However, at least a Sound Achievement in Year 10 Geography or History and English would be desirable if success is to be achieved.

WORKLOAD
Class time of 3.5 hours per week is allocated and the majority of work is completed during school days. Home study is required for unit revision, daily homework and assignment writing.

COURSE 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>• Studies in Archaeology - processes used and information gained from archaeological investigation</td>
<td>• Studies of Political Structures - political structures of Greece and Rome and their consequent impacts</td>
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<tr>
<td>• Study of Pharaonic Power - importance of power and the impact upon the development of Egypt</td>
<td>• Studies of Conflict - impacts of arising conflicts with reference to the Greeks, Persians and the Crusades</td>
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<td>• Studies of Power - the Roman Empire and emergence of Christianity</td>
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<tr>
<td>• Personalities in History - the impact of various individuals in ancient society</td>
<td>• Studies of Europe in Transition - the collapse of ancient civilizations and the emergence of a new society</td>
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ASSESSMENT
A selection of the following assessment items could be given in each semester:
• Testing – objective, short answer, response to stimulus
• Multi-modal task – oral/seminar presentation
• Extended written response – essay format
• Written Research

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable. Every effort is made to use computers constructively for such avenues as research, multi-modal presentation, sourcing of images for historical background, and WebQuests.

FUTURE PATHWAYS
Ancient History is a very useful study in preparing students for tertiary courses such as Archaeology, Palaeontology, Education, Law, Journalism, Media, Psychology and Social Work. The research and writing skills developed in Ancient History are vital in successfully completing any tertiary courses.

EMPLOYMENT & LIFE SKILLS
Ancient History can lead to employment opportunities such as librarian, historian, researcher, government employee, teacher, data analyst, archaeological assistant, travel writer, author. Skills developed will also assist in decision-making in most life situations in terms of gathering, interpreting and analysing data and ability to communicate effectively in both written and verbal form.

CONTACT PERSON: Ms P Cameron (Head of Department)
AIMS
This subject aims to develop a deep understanding of the living world and to develop the ability to apply systematic scientific procedures to problem solving and decision making, in the present and future lives of each student. The Biology course assists students in developing an ability to apply biological understanding, skills and mental processes to public issues.

ENTRY REQUIREMENTS
The biology course is very demanding in communication, so a B is preferred in Junior Extension English or an A in Core English, and at least a C is recommended in junior science and mathematics.

COURSE OUTLINE
Diversity of life  Reproduction, Growth and Development
Organisms, populations and communities  Cell Biology
Ecosystems  Behaviour
Outdoor Studies  Genetics
Physiology of Plants and Animals  Evolution

ASSESSMENT/STUDY REQUIREMENTS
Exams, Assignments, Essays, Practical field work, Scientific Research, Orals evaluated through 3 criteria:
- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues.
Assessment in year 11 is a chance to practice what you will have to do in year 12, so if you remain in the subject most of year 11 will not count for your final result.

FIELD STUDIES
Field studies are a mandatory requirement of Biology. In Year 11, students will attend a field study trip to Stradbroke Island to meet this requirement and an excursion to a local forest environment. Participation in excursions is an integral part of the course as the syllabus requires 10 hours “in the field”. Approximate cost $80 - $100.

LEVEL OF DIFFICULTY
Biological Science can be undertaken as an enjoyable science by any student who has a keen interest to in the living world. It has a strong literacy demand because of the need to develop a very large set of new vocabulary and to write extended reports and so a good ability in year 10 English is preferred.

PREREQUISITE SUBJECTS
Junior Science
Junior English

COMPATIBLE SUBJECTS
Chemistry
Physics
Science 21
English not English Communication

FUTURE PATHWAYS
(a) This subject is important if seeking to work as a Botanist, Zoologist, Laboratory Technician, Doctor, Dentist, Science Teacher, Health and Physical Education Teacher, Marine Scientist, Physiotherapist, Psychologist, Environmental Scientist, Veterinary Surgeon, Para-medic, Occupational Therapist.
(b) For those students not wanting to go to university, it is an interesting look into how humans will interact with the rest of the living world and helps understand what we need to do to keep our planet’s environment healthy for the future.

CONTACT PERSON: Mr M Gould (Head of Department)
BUSINESS COMMUNICATION AND TECHNOLOGIES (063)

(AUTHORITY SUBJECT)

AIMS
Business Communication and Technologies aims to prepare students for the increasingly global and changing nature of the business environment. It is designed to equip students with comprehensive communication skills, information technology and administrative procedures.

ENTRY REQUIREMENTS
Satisfactory results or better in English are highly recommended.

COURSE OUTLINE
1. Workplace Health and Safety and Sustainability
2. Business Environments
3. Managing People
4. International Business Communication
5. Organisation and Workteams
6. Social Media
7. A School Developed Issue: eg How crime impacts on Business in our region

UNDERPINNING ELEMENTS INCLUDE
- Business Technology
- Business Communication

ASSESSMENT
Students will be assessed using a variety of techniques including:
- Supervised written
- Extended response
- Research
- Multimodal presentations

THE CRITERIA FOR ASSESSMENT IS
- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

WORKLOAD
Most work is able to be completed during class time however completion of revision for exams is essential.

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable. Every effort is made to use computers constructively for such avenues as report and multi-modal presentation, access to the school intranet for worksheets and notes, and access to social media as a basis for research.

FUTURE PATHWAYS
Possible opportunities available after Year 12:
- Degrees in Business – Communication & International Business
- Degree in Education
- TAFE Certificates & Diplomas in Business, Tourism and Hospitality
- Public Administration, Banking, Insurance and Retailing

CONTACT PERSON: Ms P Cameron (Head of Department)
CHEMISTRY (040)
(AUTHORITY SUBJECT)

AIMS
Chemistry provides an understanding of the materials around us and their behaviour. It is the central science, providing a basis and understanding for the other sciences. Chemistry develops skills in thinking and investigating, and prepares students well for studies beyond Year 12.

ENTRY REQUIREMENTS
Students need to have gained at least a B in Mathematics, English and Science at Year 10 level to have a reasonable chance of success in this Authority subject. While lower standards will not necessarily exclude others from gaining entry to the course, students without these results should discuss their choice with their science teacher as they may experience difficulty in coping with the subject.

WORKLOAD
The study of Chemistry requires consistent focus and application in order to succeed. The completion of homework and revision is essential. Most students have difficulty if they do not start early in the year. Two to three hours of study and assignment research per week is the recommended minimum.

COURSE OUTLINE
Chemistry provides an understanding of everyday materials and their reactions. Students will be involved in studying the chemistry in the following contexts:
1. Living in a world of materials – looking at the materials that make up the universe
2. Water – examining water’s unique properties
3. Transport – studying the chemistry of fuels and energy
4. The Air – researching the chemical and physical properties of the atmosphere
5. Swimming Pools – investigating the useful chemistry that keeps pools clean
6. Shipwrecks and salvage – Why do metals corrode and how can we protect them
7. New Materials – Manipulating Molecules to make polymers and drugs
8. Quantum chemistry – Using modern understanding of atoms to explain chemistry.

PREREQUISITE SUBJECTS
Junior Science
Extension Maths (MAX) or Core Maths (MAT)

COMPATIBLE SUBJECTS
Biology
Physics
Science 21
Maths A, B or C
English not English Communication

ASSESSMENT
The assessment program is based on the fullest and latest information on student performance in three equal criteria - knowledge and conceptual understanding (KCU), Investigative processes (IP), and evaluating and concluding (EC). These criteria are assessed through supervised exams, extended experimental investigations and extended research assignments. Complex reasoning and an ability to translate theory into new situations in each of the three criteria are essential requirements for students wishing to achieve high or very high standards in Chemistry.

FUTURE PATHWAYS
(a) A study of Chemistry leads directly to tertiary studies in Science related fields. It is useful for careers in medicine, pharmacy, engineering, chemical analysis, forensics, teaching, agriculture to name a few.
(b) Studying Chemistry may also lead to employment in environmental monitoring and quality control in industry. Chemistry will assist the student who needs the subject to enter university and any situation where logical and complex reasoning is important.

CONTACT PERSON: Mr M Gould (Head of Department)
DANCE (085)
(AUTHORITY SUBJECT)

AIMS
- A well rounded knowledge and appreciation of different dance styles
- Performance skills that may be used in leisure pursuits
- Performance, choreography and appreciation skills

ENTRY REQUIREMENTS
- A genuine desire to study dance and develop relevant skills
- An interest in a variety of dance styles
- An ability to work within a group

The study of Dance in Year 9 & 10 is desirable, but not crucial for students wishing to study Senior Dance.

COURSE OUTLINE
Students will study a variety of dance styles ranging from Functions of Dance, Dance in Musical Theatre, Ballet, Contemporary Dance I, Jazz, Funk and Video Clip dance, as well as a variety of elective studies. These include choices from Dance Companies of Australia, Dance in Musical Theatre, Social Dance in Australian History, Folk Dance in Australia, Popular Dance of Youth Culture and Ballet Extension.

The course will provide an enjoyable and concise area of study as well as providing a good foundation for those who wish to continue study or work in this area.

ASSESSMENT
Assessment is based on developing the students’ skills in the three key areas of performance, choreography and appreciation. This may take the form of written tests, assignments, orals, practical performances, self-evaluations and choreography tasks.

How will dance benefit students?
Dance provides students opportunities to:
- Develop physical coordination, discipline and self confidence
- Understand that movement can have ritual, social and artistic purposes
- Develop self-expression and motivation
- Promote and realise creative, imaginative and inventive potential
- Foster positive relationships with others
- Develop critical analysis skills
- Realise that dance is an intrinsic part of culture and heritage

FUTURE PATHWAYS
Relevance for tertiary study, employment, life skills:
- Bachelor of Arts (Dance), QUT
- Associate Diploma in Dance, QUT
- Dance Teacher, Secondary School Private Studio
- Early & Primary Teaching
- Theatre
- Dance Company/Professional Dance Associations
- Recreation Worker
- Youth Worker
- Choreography
- Entertainer

CONTACT PERSON: Mr K Scarth (Head of Department)
DRAMA (088)
(AUTHORITY SUBJECT)

AIMS
This course of study is designed to:
- develop effective interaction, self-discipline and confidence
- develop understandings of drama and dramatic skills
- explore and develop competencies and communication skills appropriate to a wide range of career and other life paths
- assist all students to achieve their unique potential through the arts

ENTRY REQUIREMENTS
- Ability to work in groups
- Self-discipline
- Reasonable communication skills
- Be prepared to use own time for performances and lunchtime rehearsals
- Responsible and motivated attitude
- Be prepared for night time theatre visits and student performances

COURSE OUTLINE

| Semester 1 | Introduction to the dramatic art form through improvisation. Analysis and exploration of the elements of Drama through play texts, discussions and performance. Exploration of Greek and Shakespearian Theatre through play text and performance |
| Semester 2 | Introduction to modern realistic theatre through text and improvisation. Introduction to basic theatre craft and acting skills. Exploring the nature of comedy |
| Semester 3 | Introduction to non-realistic theatre e.g. absurd, epic, through the application of actor’s craft and stage craft |
| Semester 4 | Exploring social issues in Australian drama through improvisation and play study. Audition preparation |

ASSESSMENT
A variety of both individual and group assessment techniques will be necessary. Practical assessment includes improvisation, in class and public drama performances. Written assessment includes: analytical responses, in class test, directorial statement.
The students are assessed in three areas - Forming, Presenting, and Responding.

How will Drama benefit students?
Drama encourages the development of:
- Creative, critical, imaginative and inventive thinking
- Disciplined working
- The ability to work alone or in groups
- Self-Motivation
- Being open to new experiences
- Oral Communication
- The ability to see things through to completion
- The exploration of ideas

Drama is one of the top ten subjects chosen for study in Years 11 and 12. Approximately 20% of Year 12 students selected Senior Drama. Drama students do well academically right across the range of subjects and research from the UK suggests they enjoy school more (Source: NFER report, 2001).

FUTURE PATHWAYS
A Drama course offers a number of opportunities for the school leaver. Throughout the course students develop life skills which will be needed in any career, for example, interaction with others, confidence, self-discipline and responsibility. For many students Drama is a vocational preparation for a job within the arts industry.

CONTACT PERSON: Mr K Scarth (Head of Department)
AIMS
The subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. English offers students opportunities to enjoy language and be empowered as purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

Students engage with texts through reading, viewing and listening, and create texts through writing and speaking/signing. This course provides students with opportunities to explore and experiment with various literary and non-literary texts that are written, spoken, digital and multimodal. The subject also provides students with opportunities to develop higher-order thinking skills through the analysis, evaluation and creation of texts.

ENTRY REQUIREMENTS
The recommended pre-requisite for English in Year 11 is a Sound Achievement for Year 10 English. Students who experienced difficulty in attaining this level, will probably not succeed in this course, and are strongly urged to enrol in English Communication. Students would benefit from participating in the Beaudesert State High School 1:1 Laptop Program.

WORKLOAD
In Senior English, the pressures and demands are onerous and continuous, and students require a high level of maturity and responsibility if they hope to cope and succeed. All students are expected to come equipped with set texts, pay all service fees as advised and be permitted to attend limited trips and excursions to view appropriate professional drama productions and other performances as the opportunity arises.

COURSE OUTLINE

| Semester 1 | • Branded – An analysis of advertisements  
| | • The Voices Within – An analysis of a play |
| Semester 2 | • The Times are a Changing – An analysis of poetry and song lyrics  
| | • Visions of Australia – An analysis of an Australian novel |
| Semester 3 | • Shakespeare – An analysis of a Shakespearean play  
| | • Other People, other times and other places – An analysis of a film |
| Semester 4 | • The Truth is out There – An analysis of a novel  
| | • Heroes – An analysis of heroes in literature |

ASSESSMENT
The assessment schedule is very demanding. There are six pieces of assessment which range from oral responses of 3 – 7 minutes to written responses of 600 – 1200 words.

FUTURE PATHWAYS
English is an Authority subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies. A Sound Achievement at the exit of Senior English studied over four semesters is a prerequisite for many tertiary courses. Students and their parents are advised to refer to the Queensland Tertiary Admissions Centre publications, “Tertiary Prerequisites” which Year 10 students received in Term 3.

A Sound Achievement at the exit of Senior English will also gain Officer entry into the Defence Forces. Please consult a Career Adviser/Guidance Officer for further advice.

CONTACT PERSON: Mrs M DeVivo (Head of Department)
AIMS
The media plays a central role in many aspects of our lives. Film and Television endeavours to develop a critical understanding of the industry its features and its functions. Film & Television is an authority subject which aims to give students an appreciation of the ways in which the various media communicate, and therefore to enable students to grow as more discriminating and critical users of the media.

In practical terms, the course exposes students to a variety of technologies and develops a knowledge and understanding of film making components and techniques. During the creation of various productions such as Animation, Documentary and Genre films, students work with digital video cameras, computer based editing and a selection of other relevant software packages. The course provides an excellent basis for students intending to seek employment in the Film and Media Industry. It also provides students with a general basis from which they can develop areas of specific interest in tertiary studies.

ENTRY REQUIREMENTS
Although the study of Film Education in Junior would be an advantage, this is not essential.
- Minimum Sound Achievement in Year 10 English (HA is desirable)
- Preference is given to those students who have satisfactorily completed Years 9 and 10 Media
- Student has demonstrated in Years 9 & 10 the ability to be creative trustworthy and to be able to work in a group situation
- The student must be prepared to give up some of his/her own time e.g. after school/weekends

COURSE OUTLINE
Topics offered include:
1. Non-Narrative
2. World Cinema
3. News and Documentary
4. Genre and Convention
5. Media Ownership
6. Media Censorship
7. Interpretation and Evaluation
8. Animation
9. Script Writing
10. Storyboarding

ASSESSMENT
Emphasis is given to practical work including making Films and Documentaries. However, theoretical work will include: Film review and analysis; script writing; story boards; and research and written assignments.

How will FTV benefit students?
For most of us, television and new media are our primary sources of information and entertainment. The “information” and “creative” industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure. Media develops a student’s ability and will assist them with many career paths through:
- Creative problem solving
- Critical analysis
- Communication skills
- Revising and reworking mat
- Cooperation with others
- Being organised, following design briefs
- An understanding of visual text and meeting deadlines
- Visualising ideas and implementing plans of action
- Application of ICT technologies

FUTURE PATHWAYS
Film Stage and TV Director, Floor Manager, Journalist, Production assistant, Public Relations Officer, Secondary School Teacher, Sound Mixer, Studio Stage Hand, Sound Technician, Cameraman, English Teacher, Audio Visual Technician, Animator, Bachelor of Business (Majoring in Corporate Video), Bachelor of Arts (Film & TV), Bachelor of Arts (TV Sound Production), Cinema Studies, Media Analysis and Production, Bachelor of Arts (Communications and Media), Advertising.

CONTACT PERSON: Mr K Scarth (Head of Department)
RATIONALE
Graphics is the ‘universal language’ that transcends spoken or written forms of communication. It is especially valuable and essential in any form of Engineering orientated endeavour, where detailed specifications and technical information needs to be conveyed without the risk of misunderstanding or misinterpretation. Creative and analytical thinking have become highly sort after qualities in our young learners and Graphics encapsulates these designing and creative processes and marries them with technical knowledge and digital expertise.

AIMS
The Senior Graphics course is based on the belief that knowledge of Graphical concepts is essential for interaction in today’s world. It aims to assist students to productively manipulate and present graphical information using modern communication processes appropriate for today's challenging society.

The course gives great depth and insight into the world of technical and creative graphics. This course is ideally suited to students wishing to pursue a career as Engineers, Architects and technical trades.

This subject is highly recommended for students aspiring to careers in professional and para-professional technical areas.

ENTRY REQUIREMENTS
Students who did not study Junior Graphics are not exempt from Senior Graphics, but would need to demonstrate good levels of motivation.

COURSE OUTLINE
Senior Graphics, continues to develop graphical concepts studied in Years 8, 9, or 10. Students experience a variety of intellectual challenges, involving discreet problem solving strategies, as they develop a range of associated practical skills.

There are two areas of study:
1. Industrial Graphics
2. Built environment

Each of these study areas is a combination of contextual settings and project work. Students are required to select a research topic to fulfil the theoretical requirements of the modules.

EQUIPMENT
Students will need to have access to colour and graphite pencils and sketching pads. It is also highly recommended that students have a USB computer storage device at their disposal for storage and back up of computer work. It is also advised that students enrol in the Schools Laptop program to allow study at home when necessary.

ASSESSMENT
Assessment will be a combination of formal testing, research assignments, and folio work.

Computer work will be integrated into the course where possible, using AUTOCAD, INVENTOR, REVIT and other Industry standard programs.

Student undertake: One exam per semester, one Major Research Project per semester, and a class work folio to be completed in both Year 11 and in Year 12.

FUTURE PATHWAYS
The course provides learning experiences in a variety of settings to enhance student motivation and the ability to pursue vocational interests in areas such as:

- Architecture
- Surveying
- Engineering
- Product design
- Business
- Trade drawing
- Web page design
- 3D modelling
- Graphic design

Successful completion of this course will facilitate entry to Architectural and Engineering courses.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
HOSPITALITY STUDIES (072)
(QUALITY SUBJECT)

AIMS
This course of study is designed to:
• Develop food preparation, presentation and service skills
• Provide opportunities for students to develop the skills and processes necessary for decision-making in the hospitality industry
• Develop teamwork and communication skills essential for interaction and participation in the hospitality industry
• Introduce students to hospitality sectors and environments

ENTRY REQUIREMENTS
• Ability to work as part of a team
• Reasonable communication skills
• Be prepared to use own time for events and excursions
• Responsible and motivated attitude
• A genuine interest in food and beverage preparation, presentation and service
• C standard or better in Year 10 English

COURSE OUTLINE
Kitchen Production, Beverage Production and Service, Food and Beverage Services will be studied throughout this two-year course.

ASSESSMENT
• Short and extended response exams
• Research assignment
• Planning documents for folios
• Practical performances

The students are assessed in three areas – Inquiring, planning and performing.

FUTURE PATHWAYS
Hospitality Studies provides the core learning content for a variety of careers in the Hospitality sector e.g. gaming, kitchen, food and beverage, front office, accommodation, entertainment, resorts, tourist attractions and festivals and events. It prepares students for university courses in Business Management which focus on hotel management.

COURSE EXPENSES
• Students will be expected to provide ingredients for cooking
• Excursions – will be offered to establishments such as a 5 star restaurant, hotel or resort.

Students would benefit from participating in the Beaudesert State High School 1:1 Laptop Program.

CONTACT PERSON: Mrs H Philp (Head of Department)
INFORMATION PROCESSING AND TECHNOLOGY (087)

(AUTHORITY SUBJECT)

AIMS
Information Processing and Technology is essentially a computer programming subject, however it also provides students with general knowledge, skills, processes and understanding of information technology. Students will be exposed to a variety of intellectual challenges involving approaches to problem solving, communication and a range of associated practical skills. Equal emphasis is placed on both theory and practical components of the course.

ENTRY REQUIREMENTS
Students should have achieved at least:
- SA in Year 10 English
- SA in Year 10 Mathematics Extension or Core

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Examples of Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Programming</td>
<td>Programming using Visual Basic</td>
</tr>
<tr>
<td>Databases</td>
<td>Designing and building a dynamic database with a web interface, using php/mysql</td>
</tr>
<tr>
<td>Intelligent Systems</td>
<td>Lego Robotics, Artificial Intelligence</td>
</tr>
<tr>
<td>Human-Computer Interaction</td>
<td>Study of the types and design of user interfaces</td>
</tr>
<tr>
<td>Social and Ethical Issues</td>
<td>Privacy, security, legal issues, equity and accessibility</td>
</tr>
</tbody>
</table>

It is strongly recommended students in this course have their own laptop.

ASSESSMENT
Students will be assessed using a variety of techniques including:
- Formal exams
- Extended writing tasks
- Projects (individual and small group)

WORKLOAD
Students can expect theory homework. Assignments must be completed partly in student’s own time.

FUTURE PATHWAYS
Possible opportunities available after year 12 include:
- Information Technology (IT)/Computer Science/Software Engineering Course at University or TAFE
- Information Technology need not be studied in isolation, it is common to do a combined degree in Law/IT, Business/IT, Civil or Electronic Engineering/IT
- Network Engineering
- Systems Administration
- Education (IT Teacher)

CONTACT PERSON: Mr G Ward (Head of Department)
AIMS
By the end of Year 12, students should be able to communicate their needs and opinions in Japanese, and participate in a wide range of situations using the language. The emphasis of the course is on the use of Japanese for real exchanges of ideas, real or simulated problem-solving, or writing with a real purpose in mind, such that students' communicative abilities in authentic situations are enhanced. Through the course of their language studies, students will develop a deeper understanding and appreciation of Japanese culture and society. Contact with Japanese native speakers is available through exchange students, home stay students and the Japan Tour.

ENTRY REQUIREMENTS
An enthusiastic, consistent and increasingly independent approach to language learning will be important indicators of success in this course of study. Satisfactory completion of the Junior Japanese course forms the basis for Senior Japanese. Consideration will be given to students achieving below satisfactory with the understanding that success in the language will be more difficult to attain.

WORKLOAD
The study of Japanese requires consistent focus on the learning of vocabulary and kanji characters. During Years 11 and 12 the student needs to retain prior knowledge and continue to increase the accumulation of and ability to use the language through a broader range of sentence patterns and topics.

COURSE OUTLINE
Many of the areas of study covered in Years 8 - 10 are revisited with an increasingly complex treatment as students' language abilities develop.

YEAR 11:   SEMESTER 1  Introductions  SEMESTER 2  Hobbies, Sport and Health  School Lifestyle and Rules  Entertainment  Holidays in Japan  Environmental Issues  Holidays in Australia  Social Issues - Bullying

YEAR 12:   SEMESTER 3  Travel and Accommodation  SEMESTER 4  Tour guides and sightseeing  Driving  Finding work in Japan  Coming of Age  Life and Culture in Japan  Dreams for the Future

ASSESSMENT
Students are assessed according to their achievement in each of the four language skills ie. reading, writing, listening and speaking. Assessment tasks will gauge students' ability to communicate effectively in authentic situations.

FUTURE PATHWAYS
Queensland's broad and deep economic relations with Japan ensure that Queenslanders have a large amount of contact with Japanese business people, tourists and residents. The ability to communicate in the Japanese language is a valuable asset to students seeking employment in a wide range of industries, among them mining, tourism, business, law, government and education.

Students are afforded the opportunity of studying in Japan through 12 month scholarships offered at the end of Year 10, Year 11 or Year 12.

Courses in Japanese are offered at a range of tertiary institutions in Queensland where students may choose to focus on their Japanese studies, or to develop their skills in combination with other fields of study such as law, economics, computing, international business. Experience in Senior Japanese is advantageous to the study of university Japanese. From 2008 onwards, students who complete a Language Other Than English to the end of Year 12 are awarded a bonus OP point for entry into university courses at the University of Queensland, Queensland University of Technology and Griffith University.

CONTACT PERSON:  Mrs H Philp (Head of Department)
LEGAL STUDIES (029)
(AUTHORITY SUBJECT)

AIMS
Legal Studies aims to prepare students for active and constructive participation in society through the study of social rules and institutions.

It is anticipated that students who pursue this course of study will acquire an informed appreciation of our legal system and develop skills, attitudes and values which should enhance their awareness of legal procedures and better equip students to recognise legal issues that may arise in their daily lives.

ENTRY REQUIREMENTS
While there are no mandatory prerequisites for this subject, a Sound Achievement in English is highly recommended.

WORKLOAD
Class time of 3.5hrs per week is allocated and the majority of work is completed during school days. Home study is required for unit revision, daily homework and report writing.

COURSE OUTLINE
The course is developmental in nature and students will cover such topics as:
1. Introduction to the Legal System
2. Criminal Law
3. Civil Law - Negligence
4. Human Rights
5. Family Law
6. Renting and Buying
7. Independent Study

EXCURSIONS
The planned excursions is a **COMPULSORY** part of the assessment program:
- The Brisbane Law Courts – 1 day in Semester 2 (Year 11)

ASSESSMENT
Students will be assessed using a variety of techniques including:
- short answer testing
- essay writing
- research assignments
- oral communication and response to stimulus

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable. Every effort is made to use computers constructively for such avenues as research, multi-modal presentation, and sourcing of particular legal cases and briefs.

FUTURE PATHWAYS
This course is not intended as a prerequisite for entry into tertiary law nor is it intended to provide a formal legal education at the level achieved by tertiary law. However, it is believed that students aiming to study law will be advantaged by participation in this subject.

EMPLOYMENT & LIFE SKILLS
- research and organisational skills
- oral and written skills
- problem solving, planning and decision-making skills
- information processing skills
- skills for computer application

CONTACT PERSON: Ms P Cameron (Head of Department)
AIMS
Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:

- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials

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

COURSE OUTLINE
Mathematics A consists of core topics and an elective topic.

The core topics are:
1. Managing Money I and II (bank interest, credit cards, loans, foreign exchange, taxation, budgeting, investments)
2. Elements of Applied Geometry (simple trigonometry, area and volume, latitude, longitude and time zones)
3. Data Collection and Presentation (graphical and tabular presentations, simple methods for describing and summarising data)
4. Linking Two and Three Dimensions (scale drawings and plans, estimation of quantities and costings)
5. Maps and Compasses involving Land Measurement (practical use of a variety of maps, compass bearings, orienteering, site plans)
6. Exploring and Understanding Data (summary statistics, simple probability, interpretation of reports in the media)

The elective topics will be Networks and Queuing.

PREREQUISITE ENTRY REQUIREMENTS
For a realistic chance of success in Mathematics A, students should have either studied Year 10 Extension Mathematics OR gained a C or better in Year 10 Core Maths.

ASSESSMENT
- Mid Semester Test and End Semester Test each semester
- One Extended modelling and problem solving task per semester

NOTES
Mathematics A is a very useful subject for many careers and courses. However, it cannot be used as a replacement for Mathematics B when universities specify Mathematics B is essential.

HOW CAN PARENTS HELP?
Parents can help by offering encouragement and support and providing a suitable learning environment.

As the topics are predominantly life-related, parents can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enables the student to draw on the personal experiences of family members.

The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation through the study of Mathematics A. Like any skills, these need to be practised to be mastered. Students should be encouraged to practise and so maintain these skills.

CONTACT PERSON: Mr S Wilson (Head of Department)
AIMS
In Mathematics B, mathematical skills are developed which form the basis for further study in Mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world’s social, biological and physical environment.

Mathematics B is designed to raise students’ competence and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force.

COURSE OUTLINE
The topics to be studied are:
1. Introduction to functions – linear, trigonometric, periodic, power, exponential and logarithmic
2. Rates of change – instantaneous and average rates of change
3. Periodic functions and applications – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
4. Exponential and logarithmic functions and applications – the relationships between them, compound interest, annuities
5. Optimisation using derivatives – differentiation as a tool in a range of situations which involve the optimisation of continuous functions
6. Introduction to integration – applications of integration
7. Applied statistical analysis – types of variables and data, presentation of data, probability, random sampling, discrete and continuous probability distributions, inference

PREREQUISITE ENTRY REQUIREMENTS
For a realistic chance of success in Mathematics B, students should have gained a B or higher in Year 10 Extension Mathematics. NOTE: It is extremely difficult to enter Mathematics B from Year 10 Core Maths.

ASSESSMENT
Mid Semester Test, End Semester Test and one Extended Modelling and Problem Solving Task per semester

NOTES
Sound Achievement at exit of Mathematics B studied over four semesters is prerequisite or assumed for many tertiary courses including Engineering, most Science and Science related courses, Technology, many Business/Finance/Commerce courses, Surveying, Secondary Teaching (Mathematics, Science, Computing). Students and their parents are advised to refer to the Queensland Tertiary Admissions Centre publication Tertiary Prerequisites 2016 which Year 10 students received in Term 3.

HOW CAN PARENTS HELP?
Parents can help by offering encouragement and support and providing a suitable learning environment. Students will benefit greatly if they are encouraged and given opportunities to work together in peer groups, and to ask questions of teachers and others.

As the topic areas include much material that is life-related, parents can encourage students to discuss their work. Such discussion will help them understand the topic and will enable the student to draw on the real-life activities of family members.

The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of a graphics calculator, application of formulae, table reading, arithmetic calculation and algebraic manipulation through the study of Mathematics B. Like any skills, these need to be practised to be mastered. Students should be encouraged to practise and so maintain these skills.

CONTACT PERSON: Mr S Wilson (Head of Department)
To be enrolled in Mathematics C, students must also be enrolled in Mathematics B. Therefore, students will study a total of 8 semester units of mathematics in Years 11 and 12.

AIMS
In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world’s environment.

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

COURSE OUTLINE
The syllabus contains both core and option topics. A course of study in Mathematics C contains six core topics and a minimum of two optional topics.

The core topics are:
1. Introduction to Groups
2. Real and Complex Number Systems
3. Matrices and Applications
4. Vectors and Applications
5. Calculus
6. Structures and Patterns

The optional topics will be:
1. Dynamics
2. Conics

PREREQUISITE ENTRY REQUIREMENTS
For realistic chance of success in Mathematics C, students should have gained a minimum of B for Year 10 Extension Mathematics. NOTE: It is not possible to enter Mathematics C from either Year 10 Core Mathematics.

ASSESSMENT
- Mid Semester Test and End Semester Test each semester
- One Extended modelling and problem solving task per semester

NOTES
Mathematics C in addition to Mathematics B is strongly recommended for degree courses in Engineering, Science/Applied Science (Mathematics/Physics majors) and Surveying.

HOW CAN PARENTS HELP?
Parents can help by offering encouragement and support and providing a suitable learning environment. Students will benefit greatly if they are encouraged and given the opportunity to work together in peer groups, and to ask questions of teachers and others.

The student can be expected to acquire a high degree of proficiency in a variety of skills, such as estimation, use of a graphics calculator and computer technology, application of formulae, table reading and algebraic manipulation through the study of Mathematics C. Like any skills, these need to be practised to be mastered. Students should be encouraged to practise and so maintain these skills.

CONTACT PERSON: Mr S Wilson (Head of Department)
AIMS
Modern History is a study of civilisation from 1453 to the present time. Through the study of Modern History, students will be able to better understand why our modern world is the way it is. Students will consider the processes of change and continuity that have shaped today’s world, their causes and the roles people have played in those processes. They will be able to better appreciate relationships between our needs and interests and a range of historical topics, people and events.

At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others. Historical study is based on student inquiry where students will be locating, interpreting, analysing and evaluating academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

ENTRY REQUIREMENTS
Year 10 History is not a prerequisite. At least a Sound Achievement in Year 10 Geography/History and English would be desirable if success is to be achieved.

WORKLOAD
Class time of 3.5hrs/week is allocated and the majority of work is completed during school days. Home study is required for unit revision, daily homework and assignment writing.

COURSE OUTLINE

| Semester 1 | Introduction/History of Ideas and Beliefs – Study of our historical heritage and nationalism despite challenges from other forces such as Imperialism, Socialism and Communism. |
| Semester 2 | Studies of Conflict – Investigation of the causes of World War 1, the impact of 20th Century conflicts on Australia and the struggles of both Europeans and Aborigines in Australia’s early settlement. |
| Semester 3 | Studies of Hope – Studies of the nature of Race and Racism, US race relations, Apartheid in South Africa, Gandhi in India, Reconciliation and the future of race relations in Australia. |
| Semester 4 | History and Global Perspectives – Studies relating to the global impact of democracy, feminism and popular culture and Globalisation. |

ASSESSMENT
A selection of the following assessment items could be given in each semester:
• Testing – objective, short answer, response to stimulus
• Multi-modal task – oral/seminar presentation
• Extended written response – essay format
• Written Research

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable. Every effort is made to use computers constructively for such avenues as research, multi-modal presentation, sourcing of images for historical background, and WebQuests.

FUTURE PATHWAYS
Modern History is very useful for students considering tertiary courses such as Education, Journalism, Law, Media, Psychology, Social Work, History and Political Science. Skills relating to writing and research are vital to success in many tertiary courses.

EMPLOYMENT & LIFE SKILLS
In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. Students would be successful in finding employment such as data analyst, librarian, political commentator, journalist, government work.

CONTACT PERSON: Ms P Cameron (Head of Department)
PHYSICAL EDUCATION (068)

(AUTHORITY SUBJECT)

AIMS
Physical Education aims to develop students who regularly analyse and evaluate their performance in different types of physical activity. This will assist students to improve both their physical performance and understanding of theoretical knowledge.

ENTRY REQUIREMENTS
All students are eligible; however, those students who obtained at least a Sound Achievement in Junior English and those students who enjoy and regularly participate in physical activity would be most suited to the course. The Year 10 course has elements of Senior Physical Education, Certificate III in Fitness and Recreation. It is recommended that students discuss which course of study will be most beneficial for them with their teacher.

WORKLOAD
Students will be required to participate in three 70 minute lessons per week which will be either practical, theory or an integration of the two. Physical Education is an OP subject and as a consequence rigorous theoretical work is involved. Students who only want to do physical activity should not choose this subject and should consider the school's vocational options, Certificate II in Sport Coaching and Certificate III in Fitness.

Out of class workload will include:
- Complete regular homework tasks which consolidate on lesson learning
- Revise for exams or complete assignment tasks
- Practice physical tasks in their own time

COURSE OUTLINE

Focus areas - Students study four units from the three focus areas each year:
1. How skills are learned and improved through physical activity
2. How the body can be trained to improve team and individual performance
3. How society influences participation and the appreciation of physical activity

Physical Response Areas
Four (4) activities will be completed over the two year course. Each of these will be studied in Year 11 and revisited in Year 12.

Students will participate in a range of activities:
- Indirect interceptive - badminton, volleyball
- Direct interceptive – touch, basketball, soccer
- Aesthetic – dance (jive) and aerobics
- Performance – triathlon, athletics and golf

This course has a degree of difficulty comparable to that required for any other Authority Subject offered in Year 11 or 12. Students selecting this course should have demonstrated a high level of physical skills in Year 10 HPE. Students should be prepared to actively participate in all activities offered. Written/oral assessment tasks of the course are weighted equally to the physical assessment tasks when calculating Levels of Achievement. For example, an A for Touch Football and an E for an exam will equate to a C overall.

ASSESSMENT
Focus areas: each year of the course students will complete one of each of the following: exam, research assignment, journal and a multimodal task. Each physical response area will be assessed through game play, drills and other tasks.

FUTURE PATHWAYS
The course is designed to cater for those students who are:
- Interested in pursuing a career in Human Movement, Physical Education teaching, recreation, sports medicine, leisure studies, sport, exercise science, physiotherapy, nursing, personal training or fitness
- Interested in Physical Education and wish to use this subject for their Overall Position Score
- Interested in Physical Education and wish to improve their knowledge and skills in this area

CONTACT PERSON: Ms A Savage (Head of Department)
AIMS
Physics enables us to understand and explain everyday events in nature. For example, the physical laws that govern how and why we move, will help us to discover the physics involved in kicking balls, riding roller coasters, driving our cars, using electrical appliances, colour, light and movies.

ENTRY REQUIREMENTS
A ‘B’ is recommended for Junior Science and Junior Extension Mathematics or an ‘A’ in Core mathematics. While lower standards will not necessarily exclude others from gaining entry to the course, students without these levels should discuss their choice with their science teacher as they may experience difficulty in coping with the subject.

ASSESSMENT/STUDY REQUIREMENTS
Students will be assessed through a range of investigations, written tests and research essays over the two years. Complex reasoning and an ability to translate theory into new situations are essential requirements for students wishing to achieve high or very high standards in Physics.

COURSE TOPICS
1. Physics within and beyond our World – a study of the universe
2. Modes of Transport – understanding Newton’s laws through transport
3. Save the Planet – researching electricity, its use and alternative energy sources
4. Let’s Rock and Roll! – examining transfer of energy by waves, using light and sound
5. It’s Electric – looking at current and static electricity
6. Round and round we go! – an introduction to electronics
7. Energy from atoms – a study of nuclear energy
8. It’s a quantum world - a study of the latest ideas in physics and the universe at the atomic level

PREREQUISITE SUBJECTS
Junior Science
Extension Maths (MAX) or Core Maths (MAT)

COMPATIBLE SUBJECTS
Chemistry
Biology
Science 21
Maths A, B or C
English not English Communication

WORKLOAD
Physics can be difficult and requires a high degree of diligence as well as a high cognitive level of understanding if success is to be achieved. Students must be committed and willing to discuss concepts and ideas with their teacher. It is essential that students complete a minimum 3 hours per week home study, preferably more.

FUTURE PATHWAYS
Physics is essential/highly desirable for students aspiring to become a:
Physicist
Doctor
Dentist
Engineer
Architect
Physiotherapist
Computer Scientist

Civilian or Military Pilot
Podiatrist
Surveyor
Chemist
Geologist
and many other careers

Physics will assist the student who needs the subject to enter university. Successful physics students have learned to think at a very complex level.

CONTACT PERSON: Mr M Gould (Head of Department)
AIMS
Science 21 aims to develop an understanding of scientific methods and the role of the "scientifically literate" citizen. By considering problems that impact upon society and everyday lives, students will become aware of the benefits as well as the potentially undesirable effects of science and technology.

ENTRY REQUIREMENTS
The course is designed to cater for the student who wishes to study a senior science but who may not be interested in tertiary studies or need science as a prerequisite at tertiary level. The course requires thoughtfulness but does not depend strongly on previous science knowledge. Consequently, a 'C' in Junior Science, Maths and English would be desirable. Others who may not meet these levels may still choose the subject but may experience difficulty with the literacy and numeracy demands of the subject.

COURSE OUTLINE
Over the course of your study, you will cover five focus areas:
1. Structure and properties of matter
2. Living systems
3. Earth and space
4. Energy
5. Information and communication

Within these focus areas, you will study topics such as various forms of technology; genetics and infectious diseases; natural disasters; contributions of famous scientists including Einstein, Darwin and Newton; climate change and global warming; space; alternative energies; and biodiversity. Using processes based on real scientific inquiry, you will ask questions, devise practical methods of gathering scientific data, evaluate issues and assess the impacts of science, today and in the future.

WORKLOAD
Two to three hours of study and assignment research per week is the recommended minimum.

PREREQUISITE SUBJECTS
Junior Science

COMPATIBLE SUBJECTS
Chemistry
Physics
Biology

ASSESSMENT
Assessment opportunities include supervised tests, extended practical investigations, extended research tasks and collections of work. Students will be assessed in terms of three criteria:
- Knowledge and Conceptual Understanding,
- Investigative Processes,
- Scientific Issues and Impacts,

Assessment in year 11 is a chance to practice what you will have to do in year 12, so if you remain in the subject most of year 11 will not count for your final result.

FUTURE PATHWAYS
All students in Years 11 and 12 should consider a course in Science 21. The subject represents essential scientific knowledge for life in the 21st century.

Science 21 is not just for students intending to pursue a career in science. Even if you choose a different profession, the analytical and creative thinking skills, the application of scientific processes and techniques, and the communication and information literacy that you will develop will help you in your chosen career.

Science 21 is also now a minimum prerequisite for teaching courses.

For students seeking employment after Year 12, a general science qualification is often valued, for example, apprenticeships. It is recognised for TAFE entry as well as providing invaluable experiences for good citizenship, hobbies and recreational pursuits in later life. This subject does contribute to OP, but is not suitable as a prerequisite for science courses at university.

CONTACT PERSON: Mr M Gould (Head of Department)
AIMS
The emphasis of the Visual Arts course is on researching a variety of subject matter and ideas, developing solutions for creating different art works (paintings, computer graphics, drawings, etc.) and resolving them by successfully communicating ideas.

COURSE OUTLINE
All of Year 11 is spent as a Visual Studies Unit, developing ideas and skills in a wide range of activities, both two and three dimensional. Year 12 is then spent developing these skills in two areas of elective study, one semester for each. The possible areas for study are:

- Ceramics
- Installation
- Costume and Stage Design
- Painting
- Drawing
- Performance Art
- Electronic Imaging
- Photographic Art
- Environment Design
- Printmaking
- Fibre Arts
- Product Design
- Graphic Design
- Sculpture
- Industry Studies
- Video and Film as Art

Students will be required to produce at least two major pieces of work by the end of Year 12, and a substantial portfolio of minor pieces and process work providing evidence of how and why major pieces were created.

ENTRY REQUIREMENTS
Visual Art is an appropriate study for many students. The Senior Art course with its introductory Visual Studies unit is accessible to Senior students whether or not they have studied Art in the Junior curriculum. In our technological society, Art offers a much needed balance for the development of the whole individual and develops an appreciation of artistic heritage and awareness of the role of Art in society.

ASSESSMENT
Students are assessed on their ability to make Art and to communicate about Art. Assessment includes folios of practical work compiled during the course of study and results from a variety of tests and written assignments. Process work and self-evaluation are also assessable items.

How will Visual Arts benefit students?
Visual Arts encourages the development of:
- Creative, critical, imaginative and inventive thinking
- Disciplined working
- The ability to work independently or in a team, where required
- Self-motivation, self-direction
- An openness to new experiences
- Pushing boundaries and exploring new expressions
- Visual and kinaesthetic communication
- The ability to see things through to completion, resolving ideas
- The exploration of ideas and concepts

Visual Arts is one of the top ten subjects chosen for study in Years 11 and 12. More than 15,000 senior students select Senior Visual Arts. There are numerous career opportunities for students who elect Visual Arts, ranging from architecture to graphic design and multimedia.

FUTURE PATHWAYS
All industries require designers and designing ability. Art is the subject that teaches HOW TO DESIGN so it is an invaluable preparation for many vocations including:

- Architecture
- Teaching
- Film & TV
- Curator
- Engineering
- Industrial design
- Interior Design
- Fashion
- Town Planning
- Advertising
- Performing arts
- Artist
- Photographer
- Gold/Silversmith
- Craftsperson

ART IS A PREPARATION FOR TERTIARY STUDY
Art is not all practical but also has a theoretical component - the history of Art, Art philosophy, the theory of design; it is, therefore, a valuable preparation for a variety of courses. Most Art Colleges and Universities require the presentation of a folio of practical work for selection for entry to Art courses. The Senior Art course provides material for this folio.

CONTACT PERSON: Mr K Scarth (Head of Department)
AUTHORITY REGISTERED SUBJECTS

Authority Registered Subjects are developed from Study Area Specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs.
AGRICULTURAL PRACTICES (6400)

(Authority Registered Subject)

AIMS
Upon completion of this Course, students will have developed:
- Knowledge and understanding of a range of agricultural and horticultural practices
- Basic skills across a broad range of agricultural and horticultural activities
- Understanding of a spectrum of skill areas within various agricultural and horticultural disciplines
- Interest in, and ability to make realistic choices about, particular occupations in agriculture and horticulture
- Confidence in working individually and as a member of a team

ENTRY REQUIREMENTS
There are no prerequisite requirements to this course although students who have studied Animal Husbandry &/or Agricultural Mechanics and attained the level of Sound Achievement or higher are likely to be more successful.

WORKLOAD
Class time of 3.5 hours per week is allocated and over the two-year course about 80% of this time will be spent in practical work. However, students will need to devote some homework time to studying/revision for theory tests and completion of certain set tasks from time to time.

COURSE OUTLINE
Learning is delivered through a well-resourced farm including a modern glasshouse, workshop facilities and additional farming area on the southern outskirts of Beaudesert.

The following Topics will be the main focus of the Course:
- Safety & Communication
- Crop Production
- Nursery Practices
- Handling livestock – eg cattle, sheep
- Livestock production
- Maintaining Farm Tractors and Machinery
- Operate Tractors & Machinery
- Rural Calculations
- Irrigation & water supply
- Introductory Concreting & Fencing

ASSESSMENT
Students will be assessed through a range of the following methods:
- Formal written Tests
- Teacher observation
- Practical Tests
- Checklists
- Completion of practical work/projects/activities

The majority of assessment will be undertaken in practical situations and students will be awarded an Exit Level of Achievement upon completion of the course.

Q fever and other zoonotic diseases are a risk when being exposed to animals.

FUTURE PATHWAYS
Students leaving school for employment or further education (eg. TAFE, Rural Training Colleges) will gain valuable skills and experiences for these pathways. Also, this course will provide invaluable experiences that will be useful in later life in hobbies and recreational pursuits.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
RATIONALE
In an ever changing world, human kind has always endeavoured to change and manipulate its environment for the betterment of society. The near future holds many new and exciting challenges that may well determine the quality of our existence. Up and coming generations must be empowered to confront and overcome these challenges with ability, creativity and enthusiasm. Essential skills in creative and analytical thinking have become highly sort after qualities in our young learners; the Manufacturing syllabus encapsulates these skills and processes, preparing students to take on the challenges of the future.

AIMS
This subject aims to provide students with a range of choices in the practical area of construction introducing students to and giving them experience in real work situations. Students who complete this course successfully will gain industry orientated experiences designed to provide them with confidence and knowledge in a variety of construction and allied industries.

COURSE ORGANISATION
Building and Construction Skills is a four-semester course of study. Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners. Semesters 3 and 4 consolidate student learning.

Core
The core is what all students who undertake a four-semester course of study in this subject will have the opportunity to learn. The core of this subject consists of two topics:

- Industry practices
- Construction processes

Electives
The electives in this subject are based on building and construction industry specialisations that require tradespeople with specific knowledge, understanding and skills when using tools and materials to create or maintain buildings and structures. Each elective predominately relates to a common current building and construction trade qualification described in the industry training packages www.training.gov.au

- Bricklaying
- Concreting
- Carpentry
- Landscaping

The choice of the elective is dependent to teacher availability. Correct at time of publication but subject to change.

ASSESSMENT
Students will be assessed on a continual assessment basis including theory and practical activities, as well as sitting semester exams covering information and processes taught throughout each semester. Through the completion of projects and assessment items, students are able to demonstrate their ability to perform the work and will be assessed against a common set of criteria based upon industry standards.

FUTURE PATHWAYS
Students successful in this course achieve important prerequisites to gain entry to apprenticeships, or can use it to pursue further study at a TAFE college. The skills learned in this course will allow students to confidently consider careers in the Construction industry and allied trades such as Bricklaying, Building, Plumbing, Painting, Tiling, Concreting and Paving.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
EARLY CHILDHOOD STUDIES (6403)
(AUTHORITY REGISTERED SUBJECT)

AIMS
The course focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child’s development. Students explore play-based learning activities by using theories about early childhood learning and devising play-based learning activities responsive to children’s needs. Early Childhood Studies provides opportunities for students to interact with children allowing them to appreciate that children are unique individuals.

ENTRY REQUIREMENTS
- An interest in the development and care of children
- Willingness and commitment to interact with children

<table>
<thead>
<tr>
<th>Core Topics – Concepts and Ideas</th>
<th>FUNDAMENTALS OF EARLY CHILDHOOD</th>
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<tbody>
<tr>
<td></td>
<td>• Growth and development</td>
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<td>• Relationships and identity</td>
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<td>• Connectedness</td>
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<td>• Wellbeing</td>
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<td>• Policies, frameworks and guidelines</td>
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<td>• Pathways in early childhood education</td>
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<thead>
<tr>
<th>Practices in Early Childhood Learnings</th>
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</thead>
<tbody>
<tr>
<td>• Planning and justifying play-based learning activities responsive to children’s needs</td>
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<tr>
<td>• Quality learning environments</td>
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<tr>
<td>• Observation and interaction with children</td>
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<thead>
<tr>
<th>Term Units</th>
<th>YEAR 11</th>
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<tbody>
<tr>
<td></td>
<td>• Let’s feel safe and belong</td>
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<td></td>
<td>• Let’s develop through play</td>
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<tr>
<td></td>
<td>• Let’s learn through play</td>
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<td></td>
<td>• Let’s learn by communicating</td>
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<tr>
<th>YEAR 12</th>
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<tbody>
<tr>
<td>• Let’s learn by counting</td>
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<tr>
<td>• Let’s learn to be friends</td>
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<tr>
<td>• Let’s create through play</td>
</tr>
<tr>
<td>• Let’s learn to be parents</td>
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</tbody>
</table>

ASSESSMENT
Each semester students are required to complete a range of assessment tasks. These tasks will include:
- Projects — a play-based learning activity responsive to children needs consisting of at least two components ie. Written/multimodal/ performance/ product.

And either of the following:
- Investigations — students investigate and/or research a specific question and present in a written/spoken/multimodal method.
- Extended response to stimulus — Students respond to a question or statement about the provided stimulus materials and present in a written/multimodal method.

FUTURE PATHWAYS
- A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher’s aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

Students would benefit from participating in the Beaudesert State High School 1:1 Laptop Program.

CONTACT PERSON: Mrs H Philp (Head of Department)
The technology learning area has a strong focus on working with materials and tools that has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop knowledge, understanding and skills associated with the traditional and contemporary technologies used by the Australian manufacturing industries to shape the world in which we live.

AIMS
Upon completion of this Course, students will have developed:
- Basic skills and technical knowledge relevant to the metal fabrication industry
- An understanding of a spectrum of skill areas within the industry
- A range of useable skills should the student choose to continue with further education

ENTRY REQUIREMENTS
There are no prerequisite requirements to undertaking this course although students who attained a C grade of Achievement in Year 10 Agricultural Mechanics and or Shop A (woodwork) and or Shop B (metalwork) are more likely to be successful.

Due to the practical nature of the course, students must provide their own personal protective equipment. By the end of the first week of semester, students must have:
- Overalls OR Long sleeve shirt and jeans
- Leather upper work boots

WORKLOAD
Class time of 3.5 hours per week is allocated to this subject. Students will be required to allocate time outside these hours to successfully complete the theory component.

COURSE OUTLINE
Welding refers to the shaping, joining and repair of metal products and components using heat or electrical current. Different welding techniques and equipment such as manual arc welding, oxy-acetylene welding, spot welding, MIG and TIG are used depending on the application and the type and size of metal. Welding enterprises fabricate and repair products such as machinery parts, metal sculptures, brackets, benches, anchors, boat hulls, trailers, agricultural equipment, fences, gates and structures for the construction industry.

The following units will be the main focus of the course:
- Industry Practices
- Production Processes
- Sheet Metal Working
- Welding Fabrication

ASSESSMENT
Students will be assessed by using a range from the following methods:
- Project-at least two of the following written, spoken and/or multimodal
- Practical Demonstration
- Examination

These assessment methods will focus on three areas of learning: Knowledge & Understanding, Analysing and Applying and Producing and Evaluating. Upon completion of the course, students will be assigned an Exit Level of Achievement.

FUTURE PATHWAYS
Successful completion of a course such as Engineering Studies should provide priority opportunities for students to enter trades such as boiler-making and sheet metalworking. Also, in the past, graduates of similar courses have readily found employment in local engineering and fabrication businesses.

For those students interested in School-Based Apprenticeships and Traineeships (SATs) in the engineering and fabrication field, Engineering Studies will provide valuable experiences and input towards the SATs.

This course will provide invaluable experiences that will be useful in later life in hobbies and recreational pursuits.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
ENGLISH COMMUNICATION (6124)
(AUTHORITY REGISTERED SUBJECT)

AIMS
The aim of this course is to emphasise the acquisition and development of more practical communication skills and is concerned with equipping students with the confidence and essential skills needed to move into the work force.

ENTRY REQUIREMENTS
English Communication is for senior students who do not need a literature oriented course.

WORKLOAD
English Communication is allocated 3.5 hours per week and most work will be completed during the school day. Students will be required to complete some assignment work in their own time, as well as homework commitments.

COURSE OUTLINE
Students undertaking the Authority Registered subject English Communication will receive a Level of Achievement.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unit</td>
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<tr>
<td>1</td>
<td>Drivers Education- Letter to the Editor</td>
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<tr>
<td>2</td>
<td>Phenomena- Multi-modal presentation</td>
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<tr>
<td>3</td>
<td>Youth Culture – Persuasive oral</td>
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<tr>
<th>SEMESTER 2</th>
<th>Description</th>
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<tr>
<td>Unit</td>
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<tr>
<td>4</td>
<td>The World of Work – Resume and Interview</td>
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<tr>
<td>5</td>
<td>Reading for Leisure – Spoken review</td>
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<tr>
<th>SEMESTER 3</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unit</td>
<td></td>
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<tr>
<td>6</td>
<td>My Business – Multi-modal presentation</td>
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<tr>
<td>8</td>
<td>From Tourist to Tour Guide – Brochure and Seminar</td>
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<tr>
<td>9</td>
<td>Rules Must be Obeyed – Persuasive oral</td>
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<tr>
<th>SEMESTER 4</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unit</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Love Me, Hate Me! Written and spoken reflection</td>
</tr>
</tbody>
</table>

ASSESSMENT
Assessment is continuous and involves class work and assignments. Each unit involves assessing students both in a written and oral format.

FUTURE PATHWAYS
A Sound Achievement at exit is recognised for entry into most TAFE courses. Students and their parents are advised to refer to the Queensland Tertiary Admissions Centre publication “Tertiary Prerequisites” or consult a Career Advisor/Guidance Officer.

Please note that this course will appear on the Senior Statement but will not count towards an OP score.

CONTACT PERSON:  Mrs M DeVivo (Head of Department)
RATIONALE
In an ever changing world, human kind has always endeavoured to change and manipulate its environment for the betterment of society. The near future holds many new and exciting challenges that may well determine the quality of our existence. Up and coming generations must be empowered to confront and overcome these challenges will ability, creativity and enthusiasm. Essential skills in creative and analytical thinking have become highly sort after qualities in our young learners; Industrial Design and Technology subjects encapsulate these skills and processes preparing students to take on the challenges of the future.

AIMS
This subject provides students with a series of choices in the practical area of furniture making. Students who complete this four semester course successfully will gain an industry recognised achievement in Furnishing and may be given preference in furniture / cabinet making and associated industries.

ENTRY REQUIREMENTS
Students should demonstrate an interest and commitment to the subject area. Sound safety principles demonstrated by appropriate class behaviour is essential due to the use of industrial machinery.

COURSE OUTLINE
The core of this subject consists of two topics:
- Industry practices
- Production processes

Core topic 1: Industry practices
Industry practices are used to effectively and efficiently manage manufacturing enterprises, workplace, health and safety, employee personal and interpersonal skills, and customer expectations to safely change raw materials into products wanted by society and which add value for both enterprises and consumers.

Core topic 2: Production processes
Production processes combine production skills and procedures to safely manufacture products to specifications using tools and materials.

The electives in this subject are based on furnishing industry specialisations that require tradespeople with specific knowledge, understanding and skills when using tools and materials to create or maintain products.

1. Furniture making
2. Cabinet making
3. Furniture finishing

Students use hand and an extensive range of power tools to manufacture their own projects. Equipment will include: spindle moulders, band saws, wood lathes, fixed sanding and finishing machines, as well a range of portable power machines such as belt and orbital sanders, drills, the biscuit machine, the plunge router, for jointing and finishing work. Students are exposed to a wide range of techniques and practices relating to the Furnishing Industry.

ASSESSMENT
Student will be assessed on a continual assessment basis including theory and practical activities, as well as sitting semester exams covering information and processes taught throughout each semester. Through the completion of projects and assessment items, students are able to demonstrate their ability to perform the work and will assessed against a common set of criteria based upon industry standards.

FUTURE PATHWAYS
Successful completion of this course will give the students the opportunity to gaining an apprenticeship in the Furnishing and allied industries as well as 4 QCE points.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
AIMS
Hospitality provides students with the opportunity to develop:

- food preparation, presentation and service skills
- the knowledge and skills essential for effective participation in the hospitality industry
- the ability to communicate accurately and appropriately in written and oral formats
- the skills associated with teamwork, cooperative planning, problem solving and decision making
- a responsible attitude toward health and safety in work related situations
- skills that enable them to undertake small and large-scale practical tasks such as restaurant operations
- the skills needed to make and present various types of espresso coffees

ENTRY REQUIREMENTS
- Students are required to commit a number of lunch hours when catering for events

COURSE REQUIREMENTS
- Students are expected to provide ingredients for cooking most weeks. This may cost $15 - $20 some weeks. Students may elect to prepare and present a single serve to reduce costs
- Students must participate in a ‘preparation and serve of espresso coffee’ course, approximate cost $40 - $60. On successful completion of this course, students will receive a certificate of attainment.

COURSE OUTLINE
The Hospitality course is designed to develop student skills over a two year period. Students will study the following areas:

CORE TOPICS
- Navigating the Hospitality Industry
- Working effectively with others
- Hospitality in practice

ELECTIVES
- Kitchen Operations
- Beverage Operation and Service
- Food and Beverage Service

ASSESSMENT
Each semester students are required to complete a range of assessment tasks. These tasks may include:

- projects — involving an event in a hospitality context; a response includes planning, your production and service skills and implementing the event in a hospitality context
- extended response to stimulus — involving stimulus, like an industry-based product, internet websites; responses may be a brochure, magazine article, podcast, or presentation
- short response examinations.

Where can Hospitality Practices take you?
This subject contributes four credits towards the Queensland Certificate of Education (QCE) if you receive a sound achievement or higher. A course of study in Hospitality Practices can establish a basis for further education and employment in hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Students would benefit from participating in the Beaudesert State High School 1:1 Laptop Program.

CONTACT PERSON: Mrs H Philp (Head of Department)
INDUSTRIAL TECHNOLOGY SKILLS - AUTOMOTIVE (6420)

This technology learning area has a strong focus on working with materials and tools that has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop knowledge, understanding and skills associated with the traditional and contemporary technologies used by the Australian manufacturing industries to shape the world in which we live.

AIMS
Upon completion of this Course, students will have developed:
• Basic skills and technical knowledge relevant to the automotive industry
• An understanding of three areas of the Automotive industry
• A range of usable skills should the student choose to continue with further education

ENTRY REQUIREMENTS
There are no prerequisite requirements to studying Automotive Studies, students who attained a C Rating in Agricultural Mechanics and or Shop A (woodwork) and or Shop B (metalwork) are likely to be more successful.

WORKLOAD
Class time of 3.5 hours per week is allocated to this subject. Students will be required to allocate time outside these hours to successfully complete the theory component.

COURSE OUTLINE
Automotive Studies refers to the inspection, servicing, repair and overhaul of the mechanical systems and components of cars, motorcycles and heavy vehicles in the automotive service and repair industry. Automotive Studies involves the use of a range of tools and procedures to diagnose problems, disassemble, reassemble, clean, machine, grind and join components. Automotive Studies includes but is not limited to systems and components such as engines, brakes, cooling systems, exhaust systems, transmissions (manual and automatic), driveline components, clutch assemblies, air conditioning, fuel systems, steering, suspension and wheel assemblies. Learning is delivered through a well-resourced automotive workshop. Successful completion of this subject should provide priority opportunities for students to enter these trades.

The following units will be the main focus of the course:
1. CORE-Production Processes
2. CORE-Industrial Processes
3. ELECTIVE-Automotive Body Repair
4. ELECTIVE-Automotive mechanical
5. ELECTIVE-Automotive electrical

ASSESSMENT
Students will be assessed throughout the Course through a range of the following methods:
• Examinations
• Projects-including at least two of the following written, spoken and/or multimodal
• Practical Demonstrations

These assessment methods will focus on three areas of learning: Knowledge & Understanding, Analysing and Applying and Producing and Evaluating. Upon completion of the course, students will be assigned an Exit Level of Achievement.

FUTURE PATHWAYS
The Course will provide opportunity for students to acquire job-related skills in the automotive industry. There are many identified career paths available in the automotive industry including detailing, technical/trade work, sales and servicing and management. The automotive industry is a designated skills shortage industry in Australia and there are many career opportunities in all sectors of the industry.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
AIMS
The course aims to assist students to develop:
- capability in a range of basic arithmetic skills such as estimation, approximation and computation; representation of spatial relationships
- the ability to use mathematics to assist in making informed decisions in real-life contexts
- the ability to understand the management of their financial affairs in an informed way
- an awareness of the diverse applications of mathematics
- positive attitudes to the learning and practice of mathematics and its relationship to employment
- the ability to relate mathematics to employment requirements
- an appreciation for the reasonableness of both results and conclusions

PREREQUISITE
The subject is available for:
- Year 10 Core Maths students who achieved a low C or D or E level of achievement

COURSE OUTLINE
The course is designed to help students read problems and understand the language of maths. The basic maths skills are reinforced with every theme unit.

Themes are organized around areas that hold students interest, including:
1. Designing and building a house
2. Owning a car
3. Earning and spending money
4. Planning for a holiday

Heavy emphasis is placed on each student being able to progress at his/her own rate with individual help given at every stage. Students who work consistently in class are able to achieve well as tests are not the main criteria for successfully completing the course.

ASSESSMENT
Assessment is directed from the in-class theoretical booklets and regular tests and assignments.

CONTACT PERSON: Mr S Wilson (Head of Department)
AIMS
Visual Arts in Practice focuses on the role visual arts plays in the community and how students can become involved in community arts activities. A focus of this subject is students engaging in excellence in art making processes and making virtual or physical visual artworks for a purpose in two to four of the following areas, 2D, 3D, Digital and 4D, Design, Craft.

Students of Visual Arts in Practice will develop and apply knowledge, understanding and skills from three core topics: ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’, and ‘Artwork realisation’ in each area they undertake.

COURSE OUTLINE
Practical components:
1. Ceramics
2. Digital Imaging
3. Graphic Design
4. Drawing
5. Design for Life
6. Painting
7. Printmaking
8. Installation
9. Sculpture

Written components:
This subject requires students to use written language to communicate ideas and information to readers for a particular purpose.

Examples include:
• magazine or journal article
• informative essays
• reviews, e.g. artist’s exhibition
• letters to the editor
• artist’s statements
• design justifications

ASSESSMENT
This course has been designed for students who have some ability and interest in artwork and have an interest in formally proposing artworks for community-based projects.

ENTRY REQUIREMENTS
The minimum requirement for students is an SA or better in Year 10 English and Year 10 Art. You should consult your Art teacher when considering this subject.

FUTURE PATHWAYS
A course of study in DRAFT Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make up artistry, advertising, game design, photography, animation, ceramics.

CONTACT PERSON: Mr K Scarth (Head of Department)
RECREATION

(AUTHORITY REGISTERED SUBJECT)

AIMS
Recreation focuses on the role recreation has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about recreation activities. Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits.

COURSE OUTLINE
Throughout this course, students will participate in a range of physical activities to develop skills and knowledge to apply this learnt knowledge in a range of real-life recreation setting.

The course is split into four (4) semesters across Year 11 and Year 12. Through the study of Recreation students will examine the theoretical content:
- the relevance of recreation in Australian culture
- the contribution recreation makes to health and wellbeing
- factors that influence participation in recreation
- how physical skills can enhance participation in recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in recreation activities
- technology in recreation activities
- how the recreation industry contributes to individuals and communities

Practically they will engage in:
- futsal
- netball
- activities and minor games – including a selection from Auskick, Milo Cricket, Hoops Basketball
- European handball
- Gaelic football
- fitness training

Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content. i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners.

Theoretical aspects are integrated into physical activities. This means that students will NOT only do theory and practical lessons but be involved in lessons that may involve both physical activity and tasks covering the core content.

An integral part of this course is involvement with school classes/teams, school carnivals and community groups. This could be in the form of coaching, officiating or organising tournaments. This may take the form of work experience in student’s own time. Students will be encouraged to become involved with junior sporting clubs as officials or coaches.

This Authority-registered subject contributes four credits towards the Queensland Certificate of Education (QCE)

ASSESSMENT
Community-based projects, performances and investigations will enable the student to demonstrate and communicate their acquisition, application and evaluation skills and knowledge. Each term will have one-two assessment items.

ENTRY REQUIREMENTS
This subject is suitable for those students who enjoyed participating in HPE Year 10 and physical activity added.

CONTACT PERSON: Ms A Savage (Head of Department)
VET CERTIFICATES

(Subjects with embedded competencies)
AUTOMOTIVE
Certificate II in Automotive Vocational Preparation – AUR20716

AIM
This school-based VET program is designed to give students an introduction to the automotive industry. Students will gain skills and knowledge in the areas of inspecting and servicing vehicle components including engines, using automotive tools and equipment, testing, servicing and charging batteries.

ENTRY REQUIREMENTS
This subject is a user pays system. The expected course fee for students commencing next year is expected to be in the vicinity of $250. Students are required to provide workboots, trade PPC, eye protection and mechanics gloves that comply with Australian standards. Behaviour is expected to be of an exceptional standard.

DELIVERY MODE
SkillsTech Australia (RTO No. 31396; CRICOS No.02014M) partners with schools enabling the school’s teacher to deliver trade training in their school. SkillsTech Australia provides the school with mentor support and advice on the training delivery and student assessment to ensure high standard and industry-relevant training is delivered.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURAEA2002</td>
<td>Apply environmental and sustainability best practice in an automotive workplace</td>
</tr>
<tr>
<td>AURAF2003</td>
<td>Communicate effectively in an automotive workplace</td>
</tr>
<tr>
<td>AURAF2004</td>
<td>Solve routine problems in an automotive workplace</td>
</tr>
<tr>
<td>AURASA2002</td>
<td>Apply safe working practise in an automotive workplace</td>
</tr>
<tr>
<td>AURETR1003</td>
<td>Apply automotive electrical system fundamentals</td>
</tr>
<tr>
<td>AURLTA1001</td>
<td>Apply automotive mechanical system fundamentals</td>
</tr>
<tr>
<td>AURTK2002</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURETR2015</td>
<td>Inspect and service batteries</td>
</tr>
<tr>
<td>AURPTE2002</td>
<td>Service engines</td>
</tr>
<tr>
<td>AURLTJ2003</td>
<td>Remove, inspect and refit light vehicle assemblies</td>
</tr>
<tr>
<td>AURTTA2004</td>
<td>Carry out servicing operations</td>
</tr>
<tr>
<td>AURTTA2005</td>
<td>Select and use bearings, seals, gaskets, sealants and adhesives</td>
</tr>
</tbody>
</table>

NB: Units may be subject to change, and listed electives are chosen on resourcing from a wider training package.

QCE Credits: 4

CAREER PATHWAYS
Career opportunities in the automotive industry include:

- Automotive air-conditioning fitter
- Automotive electrician
- Automotive Technician-Light or Heavy Vehicle
- Automotive parts interpreter
- Bicycle service technician
- Diesel fitter
- Exhaust fitter and repairer
- Outdoor power equipment technician
- Tyre fitter

FURTHER STUDY OPTIONS
- Certificate III (apprenticeship) in a specialist automotive area of the student’s choice
- Students may receive credit for relevant competencies towards a related apprenticeship by successfully completing their chosen program

CONTACT PERSON: Ms K Bandrowski (Head of Department)
ELECTROTECHNOLOGY
Certificate II in Electrotechnology (Career Start) – UEE22011

This qualification is studied in partnership with Flagstone State Community College utilising their Trade Training Centre. Students who choose this course will attend Flagstone SCC one day per week throughout yr11 & 12.

RATIONALE
This area of study seeks to develop theory, practical knowledge and skills that apply in an industrial environment. The Electrotechnology industry is a quickly growing industry with great opportunities. This qualification covers competences for work entry program providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline.

AIMS
This subject is designed to provide students with a series of choices in the area of vocational education. While the primary focus is on providing skills and knowledge, enabling a student to find work as an apprentice or skilled worker, some skills will also play a valuable role in life.

ENTRY REQUIREMENTS
Students require a minimum of High Achievement in Year 10 Maths and Sound Achievement in English. Students also require a continued enrolment through year 11 and 12 in Maths A. Student attitude, class behaviour, interest and work ethic will be taken into account. Due to the nature of this industry, safety is a major consideration. Due to cumulative training requirements students are not normally allowed entry into this course after the end of term one. Specific entry level training is completed by this time and cannot be repeated within the course.

COURSE OUTLINE
QCE points = 4
Units of competency are selected from the Certificate 2 in Electrotechnology (Career Start) UEE22011. Students do the basic or base level course to gain skills and knowledge for the electrotechnology discipline. These include Technician specialising in Computer systems, Data communications, Electrical or Electronics, Electrical systems, Electrotechnology assembly and service, Entertainment and Instrumentation.

The course uses an integrated approach and covers skills like:
- Knowledge of and solving basic problems with electronic and digital equipment
- Solving problems including in single and multiple-path circuits
- Selecting and using appropriate equipment and materials.

Student exercises will take the form of simple electrical tasks, either as a bench exercise, an individual task or a group project. Wiring projects will also require students to work on real life projects. Students will also need to be prepared to take part in online theory and exams from Electrogroup Training Australia.

To achieve this qualification, students must achieve competence in all units of competency. This includes all core units of competency and elective units of competency selected from the training package.

COURSE REQUIREMENTS
Subject Levy - Course costs of $100 per year
Other Requirements - Students will need to purchase safety boots and safety glasses. These safety items will also be needed for participation in industry work experience, future employment and vocational studies. Students without safety equipment will be unable to undertake this area of study. Time will be allowed for students to complete the Online Construction White Card (student costs involved).

(Competencies continued on next page)
**CORE COMPETENCY STANDARD UNITS**

All competency units must be achieved to attain this qualification.

<table>
<thead>
<tr>
<th>Certificate II in Electrotechnology (Career Start) – UEE22011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>UEEENEEE101A</td>
</tr>
<tr>
<td>UEEENEEE104A</td>
</tr>
<tr>
<td>UEEENEEE141A</td>
</tr>
<tr>
<td>UEEENEEK142A</td>
</tr>
<tr>
<td>UEEENEEE148A</td>
</tr>
<tr>
<td>UEEENEEE179A</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong></td>
</tr>
<tr>
<td>CPCCHS1001A</td>
</tr>
<tr>
<td>HLTAID001A</td>
</tr>
<tr>
<td>UEEENEEE102A</td>
</tr>
<tr>
<td>UEEENEEE105A</td>
</tr>
<tr>
<td>UEEENEEE107A</td>
</tr>
<tr>
<td>UEEENED010A</td>
</tr>
<tr>
<td>UEEENEEP026A</td>
</tr>
</tbody>
</table>

*Elective units studied are subject to teacher availability. Correct at time of publication but subject to change.*

**ASSESSMENT**

Student tasks or projects are marked on a competency basis. Theory elements will be assessed by a combination of onsite and online tests and assignments. Students must complete all theory components to the required level to achieve requirements stated in the related elements. General performance is marked on a continuous basis in reference to current industry standards. Students must be able to prove their competency to perform work to the industry standard that is based on knowledge, skill and application to work.

**FUTURE PATHWAYS**

The skills learned in this course will therefore enhance the position of a student to gain employment as an apprentice, technician or trades support person, or to gain entry into a Vocational Institute. The qualifications gained may also in the future enable students to go on and facilitate their own business or gain access to future study in the areas of Certificate 3 Apprenticeship in a specialist electro technology area. This may also include a Diploma or Advance Diploma in Electro technology, Students may receive credit for relevant competencies towards a related apprenticeship or further study.

**CONTACT PERSON:**  Mr T Taylor (Head of Senior Schooling) or Ms K Jorgensen (Deputy Principal) or Sheryl Healy (Deputy Principal)

or

Flagstone State Community College
Jeff Ludlow (Head of Department – Technology)
David Muirhead (Course Teacher)
ENGINEERING PATHWAYS
Certificate II in Engineering Pathways – MEM20413

RATIONALE
In an ever changing world, human kind has always endeavoured to change and manipulate its environment for the betterment of society. The near future holds many new and exciting challenges that may well determine the quality of our existence. Up and coming generations must be empowered to confront and overcome these challenges with ability, creativity and enthusiasm. Essential skills in creative and analytical thinking have become highly sought after qualities in our young learners; the Manufacturing syllabus encapsulates these skills and processes, preparing students to take on the challenges of the future.

AIMS
This course is designed to provide students with entry level qualifications and experiences and choices in the metal engineering practical area. The focus of the course is to prepare students with introductory skills necessary for employment in the metals machining and fabrication industry.

COURSE OUTLINE
The course is a direct interpretation and registered version of the National Engineering training package. Competencies will be covered over the 2 year period. As the course is project-based students will construct a series of projects designed to give a range of hand and machining skills. Metal turning, cutting, welding and fabrication are all components of this course. Associated theory is delivered with the practical activities. Theory competencies include: safety, quality control, communication and planning. These will be integrated with the practical competencies of measurement, machining, hand and power tools.

DELIVERY MODE
SkillsTech Australia (RTO No. 31396; CRICOS No.02014M) partners with schools enabling the school’s teacher to deliver trade training in their school.
SkillsTech Australia provides the school with mentor support and advice on the training delivery and student assessment to ensure high standard and industry-relevant training is delivered.

<table>
<thead>
<tr>
<th>Certificate II in Engineering Pathways – MEM20413</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE UNITS</strong></td>
</tr>
<tr>
<td>MEM13014A – Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEMPE005A – Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MEMPE006A – Undertake a basic engineering project</td>
</tr>
<tr>
<td>MSAENV272B – Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td><strong>ELECTIVE UNITS</strong></td>
</tr>
<tr>
<td>MEM16006A – Organise and communicate information</td>
</tr>
<tr>
<td>MEM18001C – Use hand tools</td>
</tr>
<tr>
<td>MEM18002B – Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEMPE001A – Use engineering workshop machines</td>
</tr>
<tr>
<td>MEMPE002A – Use electric welding machines</td>
</tr>
<tr>
<td>MEMPE003A – Use oxy-acetylene and soldering equipment</td>
</tr>
<tr>
<td>MEMPE004A – Use fabrication equipment</td>
</tr>
<tr>
<td>MSAPMSUP106A – Work in a team</td>
</tr>
</tbody>
</table>

*Elective units studied are subject to teacher availability. Correct at time of publication but subject to change.*

ASSESSMENT
Student will be assessed on a competency basis only. Through the completion of projects, students are able to demonstrate their competency to perform the work to industry standards, or they are deemed ‘not yet competent’.

FUTURE PATHWAYS
Students who are successful in this course gain a greater chance of entering an Engineering Workshop as an apprentice in trades such as Fitting and Turning, Boiler making, Mechanical and Electrical Engineering etc.

CONTACT PERSON: Ms K Bandrowski (Head of Department)
RECREATION STUDIES – Fitness
Certificate III in Fitness – SIS30315

AIMS
This subject aims to provide students with the opportunity to deliver fitness programs within the school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs and conducting group fitness sessions in community and commercial fitness settings.

ENTRY REQUIREMENTS
Binnacle Training is the external RTO for this qualification and set most of the course requirements (www.binnacletraining.com.au). This subject is suitable for those students who enjoyed participating in Year 10 HPE and are interested in the field of personal training. Students with an interest in the fitness or health industries should choose this subject.

Please note that due to the nature of this qualification, every student must apply for or already have a ‘Working with Children Blue Card’ before enrolment will be finalised. It is a mandatory requirement and formal instruction cannot take place without a Blue Card.

COST
The course has a cost of $330 per student. This is a very good price for this nationally recognised qualification. There may be a small number of additional costs during the two year course e.g. a Senior First Aid qualification. Students with a current Senior First Aid certificate may be recognised for prior learning (RPL) and will not need to complete the qualification again.

COURSE OUTLINE
Upon successful completion of the Certificate 3 in Fitness, students are certified with 9 Queensland Certificate of Education (QCE) credits:
• Nationally recognised qualification – Certificate III in Fitness (8 Credits – Core)
• Recreation Short Course (1 Credit – Enrichment)

The topics of study which is integrated into physical activities:

- Health and safety in fitness
- Sport and recreation industry
- Fitness equipment use and maintenance
- Risk analysis
- Anatomy and physiology
- Specific populations
- Nutrition
- Customised gym programs
- Supervising gym programs
- Customer service
- Client screening
- Community fitness programs
- Health assessments and fitness programs
- Personal work schedules
- Instructing clients
- Meeting clients’ needs
- Fitness advice
- First aid

Students will have the following opportunities:
• Senior First Aid Certificate
• Opportunity to take part in a traineeship model in Year 12. Students complete a one session of between 1.5 to 3 hours per week (minimum) training program at school, which is paid work
• An alternative entry into university. Students completing their Certificate 3 may be able to upgrade their QTAC selection rank

ASSESSMENT
Students will be assessed through a combination of class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers and staff).

CONTACT PERSON: Ms A Savage (Head of Department)
ENRICHMENT
AIMS
Microsoft IT Academy enrichment course is designed to certify students in Microsoft Office Products, including Word, Excel and PowerPoint. Each course develops proficiency in Microsoft Office Software and is finalised with a practise exam and certification by Microsoft. Every successfully completed course is recognised as a global certification and can be rewarded a QCE point.

ENTRY REQUIREMENTS
Satisfactory results or better in English and Maths are highly recommended.
Enrolment in the school Laptop Scheme.

COURSE OUTLINE
Students can complete beginner, intermediate or advanced courses in:

1. Word 2010
2. Excel 2010
3. PowerPoint 2010
4. Outlook 2010
5. SharePoint 2010
6. OneNote 2010

ASSESSMENT
Assessment for this enrichment course is exam-based and is provided by an external company. Students must complete all aspects of the course and pass three practise exams, before final certification.

Students will be assessed using a variety of techniques including multiple choice and computer practical guided exams.

WORKLOAD
Most work can be completed during class time, however, completion of revision for exams is essential. Students can continue study via the internet at anytime and will be expected to complete exams in school time.

USE OF COMPUTERS/LAPTOPS
Internet access at home is desirable – however, all laptops provided as part of the Beaudesert State High School laptop Scheme come 3G enabled.

FUTURE PATHWAYS
Microsoft Office Package is recognised worldwide as a standard in information technology skills, therefore this links towards many aspects of future career pathways:

Agriculture, Food and Natural resources
Architecture and Construction
Arts
Business and Administrations
Education and Training
Finance
Government and Public administration
Health Science
Hospitality and Tourism
Human services
Information Technology
Law, Public safety and corrections
Manufacturing
Marketing
Science, technology engineering and maths
Transport distribution and Logistics

CONTACT PERSON: Mr K Scarth (Head of Department)
COMPULSORY and CO-CURRICULAR SUBJECTS
SPORT YEAR 11

(COMPELLSORY)

RATIONALE
All students are involved in the school sport program as it:

- provides time for regular physical activity, which is an important lifelong habit
- allows school teams to be chosen for inter-school carnivals
- provides opportunities to interact with other students from other schools
- builds team work, communication and decision making skills

AIMS
At Beaudesert SHS we aim to provide:

- A wide range of sporting options in both a competitive and recreational environment
- Time to improve their student’s physical skills
- Practical situations for students to develop team skills, resolve conflict, set goals and develop problem solving strategies
- Encouragement for students to realise the health benefits of regular physical activity and fitness
- Opportunity for students who wish to pursue a career in representative sport

Sport in the school is offered through Intra-school (recreational) competition and Inter-school competition.

COURSE OUTLINE
a) Interhouse

Inter-house carnivals are conducted in Swimming (February), Cross Country (May) and Athletics (August) and all students in the school are required to participate. Students are placed in a house according to their surname - Cunningham (A-D), Fraser (E-K), Kennedy (L-Q), Leichhardt (R-Z) and from these carnivals students are chosen to represent the school in the district (Pacific), regional (South Coast) and State titles.

b) Interschool Sports Available

Three seasons will be conducted for interschool sport. Each season will involve two full round robin days against other schools.

BOYS: Australian Rules Basketball GIRLS: Australian Rules Basketball
Golf Rugby League Golf
Rugby Union Soccer Rugby League Soccer
Super 8 Cricket Tennis Super 8 Cricket Tennis
Touch Football Volleyball Touch Football Volleyball

District premiers will progress to compete at the Gold Coast finals.

c) Knockout Competitions

The school participates in various interschool competitions, both carnival and knock out style. Teams are normally nominated in rugby league, rugby union, AFL, soccer, netball, cricket, futsal and touch. You will need to check with coaches to see if Year 11 students have the opportunity to be represented.

e) Representative Sports

All students are eligible to represent their District, Region or State at their chosen sport and these students are selected at the various competitions conducted by each sport throughout the year. Pacific and South Coast sports days are held in term one, two and three and from these days the representative teams to participate in the State titles are selected.

f) Recreational Sport

Students in Year 10 and 11 play recreational sports competition on Wednesday afternoons. The year 10 Recreational Sports program includes opportunities for students to experience squash, volleyball, skateboarding, beach volleyball, street hockey, indoor soccer, 3 on 3 basketball, flag football and scuba diving.

CONTACT PERSON(S): Mrs N Bennett (Interschool and Recreational Sport), Ms A Savage (Head of Department)
An Instrumental Music Program is offered at Beaudesert High School. This program provides free tuition in String, Brass, Woodwind and Percussion instruments. Ensemble experience is provided through the formation of concert bands, orchestras and other ensembles. The program becomes an integral part of the student’s music education.

Instruction takes place on a group basis with 3-10 students learning together.

ENTRY REQUIREMENTS
Students will be selected for the program according to various criteria - students keenness to learn, musical aptitude, physical characteristics pertinent to a particular instrument, commitment by students and parents both to daily practice and to regular attendance at lessons and rehearsals.

Initial enrolment in the class is for a minimum period of one year, subject to a trial period of one month.

COSTS
Regular expenses are required at various intervals for reeds, strings, oils, etc. and these must be met by parents. Where parents are considering the purchase of an instrument for their child, they are requested to consult with the instructor before arranging any purchase.

WHAT ARE THE COMMITMENTS OF STUDENTS IF THEY JOIN?
EVERY student must agree to the following:
- Practice regularly - a short period every day
- Become a member of the school concert band or orchestra or other group
- Take part as required in all concerts and camps
- Attend lessons, rehearsals and other classes regularly as required

CONTACT PERSON: Mr K Scarth (Head of Department)