Glenmore State High School

Excelling Together

Senior Studies: 2016-2017

SUBJECT DESCRIPTIONS
includes
QCAA Authority Subjects (for OP eligibility)
QCAA Authority Registered Study Area Syllabuses

PLEASE NOTE:

Information contained in this handbook is correct at the time of publication but is subject to change.

Date of Publication: 17 August 2015

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Description of Authority Registered Study Area Syllabuses and Vocational Education and Training (VET) Courses by Faculty

SENIOR SUBJECT SELECTION

Students are required to select six (6) subjects to study for the beginning of Year 11. At Glenmore State High School, these six subjects will consist of:

Core Subjects:

- English OR English Communication
- Mathematics B OR Mathematics A OR Prevocational Mathematics

Elective Subjects:

Students are required to select a subject from each of the four (4) elective blocks. The following is a list of the elective subjects offered by the school. More information is provided about these subjects in the pages that follow.

Aquatic Practices	Certificate II in Workplace Practices (30981QLD)	Information Communications Technology (ICT)
Ancient History		
Arts in Practice	Certificate III in Fitness (SIS30313)	Mathematics C
Biology	Chemistry	Media Arts in Practice
Business Communication and Technologies (BCT)	Dance	Physical Education
	Drama	Physics
Business Studies	Early Childhood	Recreation Studies (General)
Building and Construction Skills	Engineering Skills	Recreation Studies (Rugby League)
Certificate I in Business (BSB10115)	Film, Television and New Media	
	Furnishing Skills	Social and Community Studies
Certificate II in Business (BSB20115)	Geography	Visual Art
	Health Education	Visual Arts in Practice
	Hospitality	

CRITERIA FOR SUBJECT SELECTION

1. **Enjoyment of learning a particular subject** – Choose elective subjects on the basis of those most enjoyed. The more a subject is liked, the more likely there is to be motivation to work well and study hard when the course becomes challenging.
2. **Ability or aptitude in a subject** – Choose subjects with good results. Use the results achieved in the middle school as a guide or ask the teacher regarding the likelihood of success in a particular subject.
3. **Necessary prerequisites for tertiary study** – A university or TAFE course may require a Sound or High Level of Achievement over four semesters of study in particular subjects as a prerequisite for admission into that course. Students should consult the QTAC publication *"Tertiary Prerequisites 2018"* before making their final subject selections.
4. **Greatest of number of career options** – It is advised not to select too narrow a range of subjects as this may restrict career options. Many students in Years 10 and 11 are not ready to make a definite career choice and should not, unnecessarily, lock themselves into a narrow pathway.
5. **Attainment of points for the QCE** – each selection whether it is a subject or vocational education program can gain points for the QCE. A minimum of twelve (12) points must be gained from completed Core courses.

Students should aim to balance life at school with a carefully planned selection of vocational choices and/or co-curricular involvement. Experience suggests that the most successful students are those who are busily involved in many areas of school life.

SUBJECT SELECTION PROCESS AND TIMELINES

Initial 'Subject Selection Forms' need to be completed and **returned during your SET Plan Interview on 1/2 September 2015**. Any problem with selection in these blocks for an individual student needs to be clearly indicated on this initial sheet.

All Senior School subject offerings are dependent on minimum class sizes and the school's ability meet the staffing and physical requirements of the subjects. If a subject or subjects are not offered in 2016, students who have nominated these subjects will be notified and guidance will be provided regarding their options. These students may have to make alternative selections.

All Year 10 students and their parent/caregiver are required to have an interview with a designated member of staff regarding their senior course of study and finalisation of the SET Plan.

SET Plan Interviews – 1 & 2 September
Final Day subject changes (for Semester 1, 2016) is Monday, 8 February 2016

TABLE OF SUBJECTS OFFERED IN THE SENIOR STUDIES PROGRAM AT GLENMORE STATE HIGH SCHOOL

Program Areas	Authority Subject	Authority Registered Study Area Specifications / VET Courses
LANGUAGE and COMMUNICATION STUDIES	English	English Communication
MATHEMATICS and INFORMATICS	Mathematics A Mathematics B Mathematics C	Prevocational Mathematics Information and Communications Technology (ICT)
SCIENCE	Biology Chemistry Physics	Aquatic Practices
SOSE	Ancient History Geography	Social and Community Studies
THE ARTS	Dance Drama Film, Television and New Media Visual Art	Arts in Practice Media Studies in Practice Visual Arts in Practice
HEALTH and PHYSICAL EDUCATION	Physical Education Health Education	Recreation Studies - General Recreation Studies - Rugby League Certificate III in Fitness
INDUSTRIAL TECHNOLOGY and DESIGN		Building and Construction Skills Engineering Skills Furnishing Skills
BUSINESS EDUCATION	Business Communication and Technologies (BCT)	Business Studies Certificate II in Business Certificate II in Workplace Practices
HOSPITALITY and EARLY CHILDHOOD		Early Childhood Hospitality

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

THE QCE – PROCESS FOR STUDENTS

The Queensland Certificate of Education (QCE) will be issued to Year 12 students who successfully meet specific criteria in Year 12. The QCE enables students to design a course of study which more closely match career goals as it recognises more learning options including structured work placement, enrichment programs, community-based programs, university subjects completed at school, music and dance certificates or awards.

ELIGIBILITY

The student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority (QCAA). This registration process occurs during Year 10 or when the student turns sixteen years of age – whichever comes first. Most students will achieve the QCE following the completion of Years 11 and 12. Students may complete extra study to achieve the QCE following Year 12.

CREDIT POINTS

Each eligible student is required to achieve 20 credit points. Credit points have two elements – an amount of learning and the set standard. Students must also meet the set literacy and numeracy requirements.

For example: four semesters of study in a subject with an exit achievement of a Sound Level will be equivalent to four (4) credit points. Students who complete Certificates II or III and school-based traineeships/apprenticeships will gain credit points for this learning as well.
All study at school, if meeting set amounts of learning and standards, will accrue points towards the QCE.

LITERACY AND NUMERACY REQUIREMENT

Each student must also meet the literacy and numeracy requirement. The following are ways in which this can be achieved:
- exiting Year 12 with a SA or higher in an English and Mathematics subject
- at least a Sound level of achievement in one semester of an authority or authority-registered English or Mathematics subjects
- at least a "C" on the Core Skills Test
- a pass in the Literacy and Numeracy short courses – registered with the QCAA

LEARNING ACCOUNTS

The QCE recognises the need for students to take responsibility for their learning. Students are able to access their Learning Account to check that credit points for learnings have been banked into Learning Accounts.

Students will not have the ability to change details in Learning Accounts; however, they are responsible for contacting their learning providers with any queries. Each Learning Account is password protected. Information on how to access Learning Accounts and passwords is provided by the school individually to each student. Schools will only bank credits for the learnings for which they are responsible.
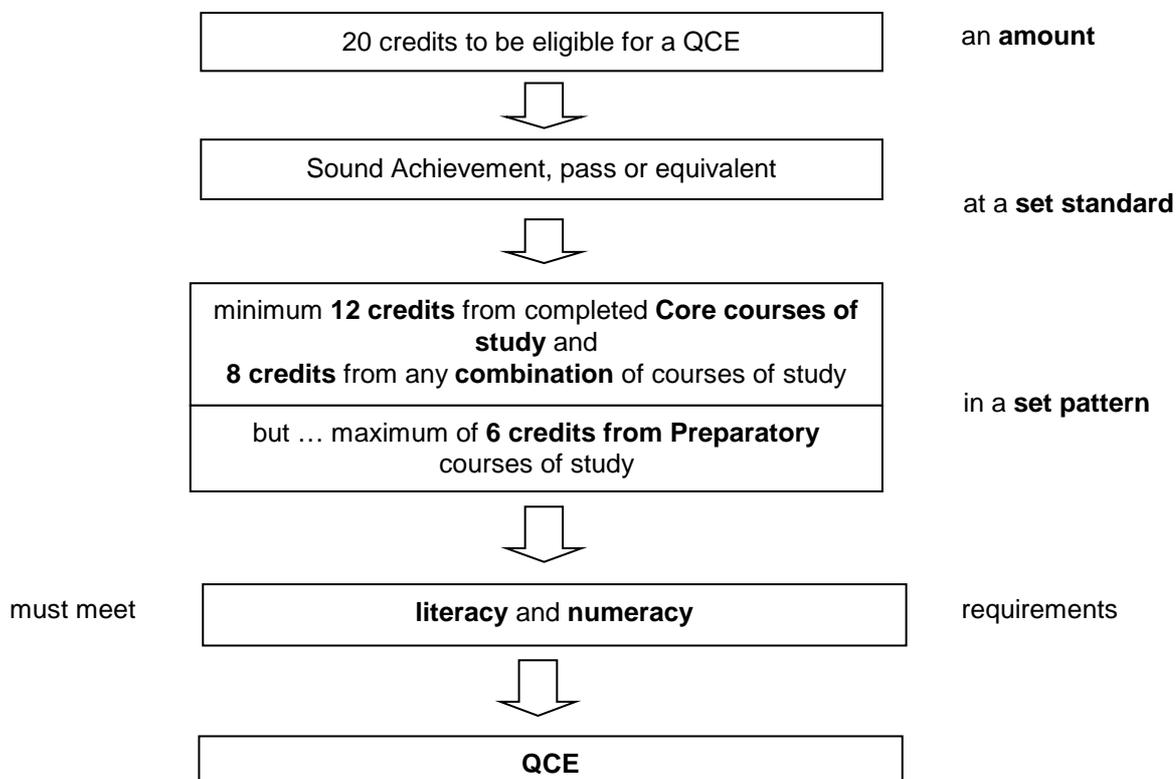
SENIOR STATEMENTS

All students completing Year 12 will be issued with a Senior Statement regardless of whether the QCE will be awarded. The statement is the official record of all the learning achievements that have been banked into the Learning Account from the school/s in which the students was enrolled during

Years 10, 11 and 12.

OP ELIGIBILITY

The QCE does not impact upon a student's OP eligibility. The process for calculating the OP score remains as it currently stands. Students must study a minimum of five (5) Authority subjects to be OP eligible.

QCE – AN AMOUNT OF LEARNING AT A SET STANDARD

20 credits to be eligible for a QCE	an **amount**

⬇

Sound Achievement, pass or equivalent	at a **set standard**

⬇

minimum **12 credits** from completed **Core courses of study** and **8 credits** from any **combination** of courses of study	in a **set pattern**
but … maximum of **6 credits from Preparatory** courses of study	

⬇

must meet	**literacy** and **numeracy**	requirements

⬇

QCE

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualized learning programs.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's education achievement in two areas:

The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

VOCATIONAL EDUCATION AND TRAINING

The term Vocational Education and Training (VET) refers to vocational studies leading to nationally recognised qualifications under the Australian Qualifications Framework (AQF). These courses are developed from nationally endorsed training packages and provide training through the completion of units of competency and assessment to industry standards. Recognised VET programs allow students to reinforce and consolidate general learning in more applied contexts. VET qualifications and competencies are recorded for the QCE.

THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF) is a nationally agreed framework which identifies the qualifications available in Australia in the three educational sectors i.e. school sector, vocational education and training sector, higher education sector. See diagram below:

School Sector	Vocational Education and Training Sector (TAFE)	High Education Sector (University)
-	-	Doctoral Degree
-	-	Masters Degree
-	Vocational Graduate Diploma	Graduate Diploma
-	Vocational Graduate Certificate	Graduate Certificate
-	-	Bachelor Degree
-	Advanced Diploma	Advanced Diploma
-	Diploma	Diploma
-	Certificate IV	-
Certificate III	Certificate III	-
Certificate II	Certificate II	-
Certificate I	Certificate I	-
QCE	-	

These qualifications range from the QCE right through to Post Graduate Doctorates. The framework links together all these qualifications so that work is credited along the learning pathway. It is a highly visible, quality assured national system of education recognition. Specified outcomes must be achieved at each level in order to gain a qualification. The level at which the student enters the pathway is related to their knowledge, skills and experience at the time of their enrolment.
AQF ensures that a person's skills and knowledge acquired through previous training, work or life experience is given credit. This is known as '**Recognition of Prior Learning**' (RPL).

Traditionally, students moved from school to university, school to TAFE or school to the workforce, depending on their chosen pathway. It is now possible to progress through and around higher education in different ways. Students can now move from school to TAFE to university or from school to university to TAFE, from school to workforce to university or TAFE etc.

In addition, certain VET certificates contribute credit towards the QCE. Awarded Certificate II qualifications contribute four (4) credits, whilst awarded Certificate III and IV qualifications generally contribute eight (8) credits, although some contribute less (5, 6 or 7 credits). Partially completed VET qualifications may contribute credits towards the QCE. The number of credits depends on the number of competencies completed.

PATHWAYS AT GLENMORE SHS

At Glenmore SHS, students have the opportunity to undertake study in the VET sector in Years 10, 11 and 12. VET certificates are offered within the Business Education and Health and Physical Education areas. This is in addition to courses of study which are offered by providers from outside the school.

Students have a right to complete all units of competency and assessment in their chosen VET course in order to meet the full requirements of the course and be granted certification once enrolled in the course.

Students who enroll into a VET course after the start of the program (Term 1, 2016), may not have sufficient time to complete all units of competency. In this instance, every effort will be made to ensure students complete the full requirements of the course however they will be required to complete extra work in order to catch up the work they have missed.

Other certificate level courses may be studied through external **Registered Training Organisations (RTOs)**. These RTOs are government approved training institutions or companies which comply with AQF requirements such as CQUniversity Australia, BinnacleTraining, SmartSkill etc.

SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS

A school-based apprenticeship or traineeship (SAT) combines school with structured training and employment. The scheme has been devised to give students the opportunity to start an industry-based career while still at school. The scheme allows students (typically in years 11 and 12) to achieve a QCE while they train in an industry to achieve nationally recognised vocational education and training qualifications.

Students have the status of a full-time school student as well as that of a part-time paid employee undertaking an integrated education, training and employment program. Students complete, or partially complete, a **Certificate II (Traineeship)** or a **Certificate III (Traineeship or Apprenticeship)** while still at school. If the school-based traineeship or apprenticeship is not completed while at school, students are able to convert to full-time or part-time arrangements after they finish school.

A school-based traineeship or apprenticeship is a six-way partnership involving the:
1. trainee
2. employer
3. school
4. registered training organization
5. state government which pays for the training and registers and monitors the Training Agreement with the Department of Employment and Training and
6. federal government which provides financial incentives to the employer.

Students attend classes for the off-the-job component and the school timetable is adjusted to allow the student to attend training and/or classes on a regular basis during school time. Both traineeships and apprenticeships are competency-based systems where the student must demonstrate that he/she has the skills before receiving a qualification or progressing to the next level. The competency-based system allows trainees or apprentices to learn at their own pace (faster not slower) and possible complete the course in a shorter period of time.

School-based trainees and apprentices:
• are paid for the time they spend working for their employer
• have a school-based trainee/apprentice classification in the appropriate award
• are not paid for time spent undertaking training delivered by the RTO
• receive structured training which is competency based
• are trained by a supervising Registered Training Organisation (RTO) agreed to by the employer, student and the school.

A **school-based traineeship** is typically of twenty-four months duration. The nationally recognised qualification earned in a traineeship can be used as credit toward further study or training. It also assists a prospective employer when determining the skills of applicants for positions in an organization.

A **school-based apprenticeship** is typically of forty-eight months duration. It is a form of structured

entry-level training for students learning a trade while still at school. School-based apprenticeships combine off-the-job training with training on the job and practical work experience and schoolwork. The off-the-job training component involves modules of study covering particular skills and competencies within the trade and is undertaken part-time at either a college/institute of TAFE or through a registered private provider.

School-based traineeships and apprenticeships contribute credit points towards the QCE. Completed traineeships contribute four (4) credits for Certificate II and up to eight (8) credits for Certificate III qualifications. Partially completed traineeships may contribute credits to the QCE.

School-based apprenticeships include a VET Certificate III qualification. It is anticipated that students will complete 30% of competencies while enrolled at school. These competencies can contribute up to two (2) credits towards the QCE. In addition, an on-the-job component of 96 days over a two year period may contribute four (4) credits towards the QCE. An incomplete on-the-job component of a school-based apprenticeship contributes one credit per 20 days of participation.
For a complete list of traineeships currently available in Queensland, visit www.training.qld.gov.au.

Students are asked to find their own workplace or employer if a school-based traineeship or apprenticeship is being sought. The school is not in a position to source traineeships or apprenticeships for individual students, although any school-based traineeship or apprenticeship positions offered to the school will be offered to the students. Students will be required to apply for such positions and the prospective employer will determine the successful applicant/s. In any instance, the school will assist with the preparation of all documentation and host the sign-on.

Students at Glenmore SHS have undertaken a diverse range of school-based traineeships and apprenticeships including Retail, Aged Care, Marine Motors, Community Recreation, Hospitality, Automotive Technology and Electrotechnology.

The option of employing a school-based trainee/apprentice should be considered by parents who operate any type of business, particularly if a student son or daughter is employed in that business. Business owners/operators who do not employ their own children in their business, may still consider a school-based traineeship/apprenticeship as an option as long as the prospective employee/s are still at school and are in Year 11 or 12.

Please contact the Careers Office on 07 4923 0346 if you:
- *are interested in employing a school-based trainee or apprentice or*
- *have secured a school-based traineeship or apprenticeship.*

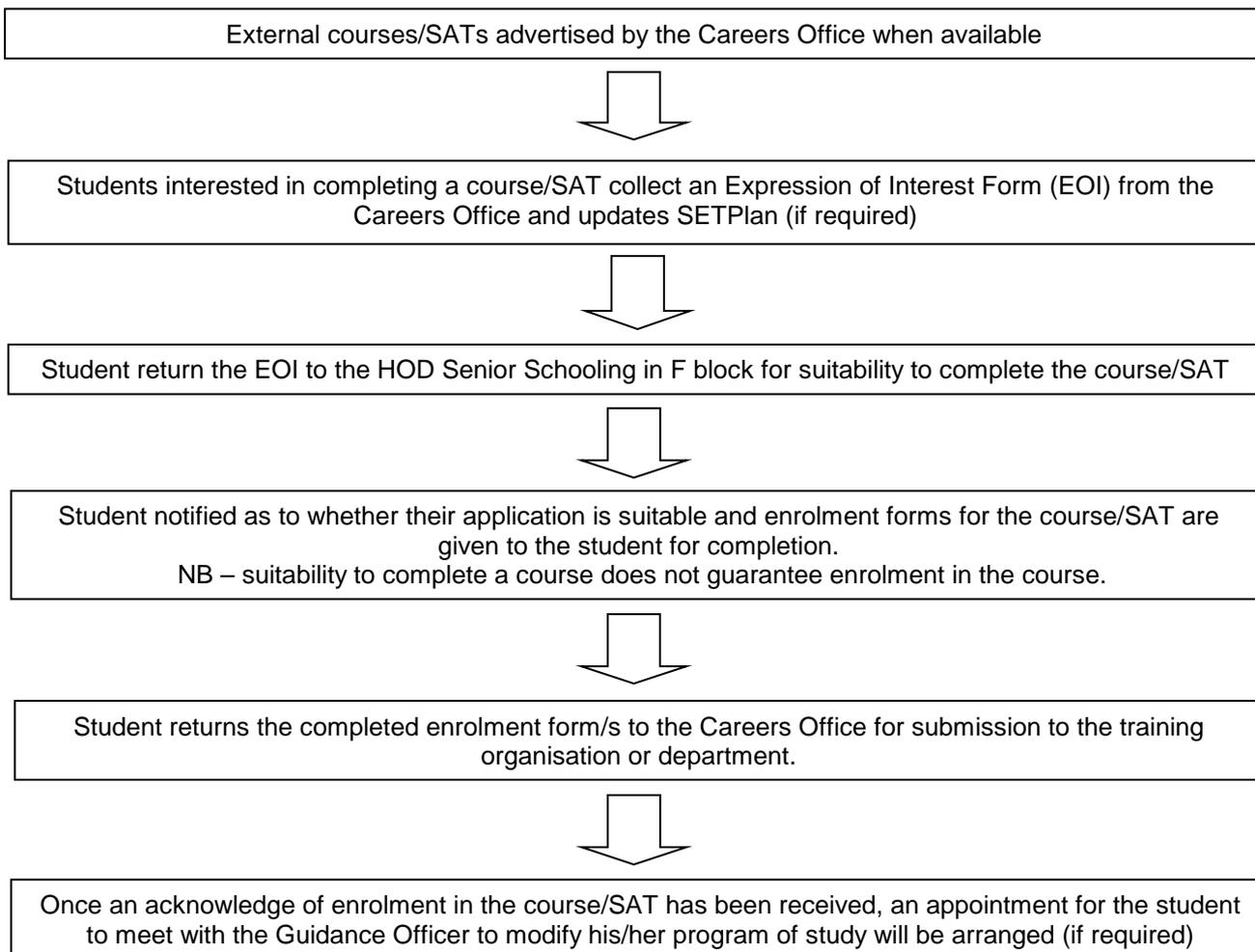## PARTICIPATION IN SATs OR EXTERNAL COURSES (eg CQU/TAFE)

As the participation in a SAT or external course through external RTOs (such as CQU) requires students to reduce their subject load, it is important that students participating in these courses continue to achieve in their school subjects. If a students is not achieving in their school subjects and therefore is at risk of not achieving their QCE, a review of their study plan will be required and changes to their program of study (including a SAT or TAFE course) may be required.

Due to the changes in VET in Schools (VETiS) funding, students will only be able to study **one** employment stream qualification while at school. This means that TAFE and other training organisations will only be given funding to run particular courses. There may be some fees and costs associated with completing these courses however they are at a greatly reduced rate.

If students wish to complete a subsequent employment stream qualification, or a qualification not listed under the employment stream (if available), they will be required to pay full fees for the training, which could be over $1 000 per course.

As studying an external course requires students to be able to work independently and within an adult learning environment, it is important that students are ready for this type of learning in order to successfully complete a course. **Students must therefore have satisfactory effort and behaviour results on their report before approval to complete an external course will be given**. Each application to register for a SAT or external course will be evaluated to ensure the best outcome for the student.

Process for Applying to Participate in an External Course or SAT

External courses/SATs advertised by the Careers Office when available

⬇

Students interested in completing a course/SAT collect an Expression of Interest Form (EOI) from the Careers Office and updates SETPlan (if required)

⬇

Student return the EOI to the HOD Senior Schooling in F block for suitability to complete the course/SAT

⬇

Student notified as to whether their application is suitable and enrolment forms for the course/SAT are given to the student for completion. NB – suitability to complete a course does not guarantee enrolment in the course.

⬇

Student returns the completed enrolment form/s to the Careers Office for submission to the training organisation or department.

⬇

Once an acknowledge of enrolment in the course/SAT has been received, an appointment for the student to meet with the Guidance Officer to modify his/her program of study will be arranged (if required)

Please note - most of the courses available to students have a limited number of positions available so it is important that EOIs and enrolment forms are completed and returned as soon as possible.

TERTIARY COURSES

Students are able to enrol to study university courses while in Years 11 and 12. The following are programs available to students. In most cases, the courses are delivered in external mode for the students:

Start University Now (SUN)	-	CQUniversity Australia
GUESTS	-	Griffith University
START QUT	-	Queensland University of Technology (QUT)
Enhanced Studies Program (ESP)	-	University of Queensland

To obtain information regarding these programs contact the individual institution or the school guidance officer.

WORK EXPERIENCE

Students have the opportunity to participate in work experience as described in the *Education (Work Experience) Act 1996*. Education Queensland has an arrangement with an insurer to indemnify students from state and non-state schools on approved work experience placements. There is a list of exclusions which will be provided with each set of work experience paperwork. Detailed insurance information for parents and work experience providers will also be included.

This policy covers permanent impairment or death, occurring either at the location where the work experience is provided or while traveling directly between home or school to the site where the placement is provided.

Access to these two forms of protection is only available when the Principal has signed a written agreement with the employer to place a particular student on work experience i.e. the Work Experience Agreement form. The original signed form must be returned to the school before starting work experience.

Work experience, while not compulsory, is certainly encouraged for students in Years 11 and 12. Work experience placement will generally be organised as a one-week block during school holidays unless it is a component of a curriculum subject such as in Early Childhood where it will occur during school time.

Parents and students should be aware that accepting students into a workplace for work experience incurs hidden costs and inconvenience on the part of the host employer. The school is extremely grateful for the cooperation and assistance it receives from the large number of employers who are prepared to host students through the Work Experience program. Some employers have designated periods during the year when they will accept students on work experience and it should also be noted that professionals who deal with confidential patient or client information are generally reluctant to accept school students into their workplace.

Students interested in work experience should arrange to see the staff in the Careers Office who will conduct a short interview and issue an Application for Work Experience Form which must be completed before a work experience placement can be organised.

The Principal, a parent/guardian or carer, the student and the employer must sign the completed Work Experience Agreement form. This form **must** be returned to the Careers Office before starting work experience.

PLEASE NOTE: Work experience may be available during the Christmas holidays. Please see the Careers Office staff for further information.

The school strongly recommends that ALL Year 11 and 12 students should take advantage of the opportunity to do work experience. Students have the opportunity to gain experience at a number of different workplaces during their two years of senior schooling.

- Academic students intending to attend university after Year 12 will benefit from work experience placement by:
  - gaining a real insight into a career they are considering
  - comparing several career paths they might be considering
  - gaining a work reference and work experience that they can use to gain part-time work whilst studying at university.

- Students intending to enter the workforce upon completion of Year 12 may be fortunate enough to be offered a paid position or apprenticeship should they impress an employer during their period of work experience.

- Students may be offered part-time work, while still at school, as a direct result of their attitude, presentation and performance at a work experience placement.

NOTE ON SUBJECT AVAILABILITY

Subjects offered will run subject to the following conditions:

- an appropriate number of students elect to study the subject;

- appropriately qualified staff are available to teach the subject;

- the resource requirements of the subject are available or can be accessed.

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DESCRIPTION OF SENIOR SUBJECTS BY FACULTY

SENIOR AUTHORITY SUBJECTS

FACULTY AREA: Language and Communication Studies

ENGLISH

The aim of Senior English in Years 11 and 12 is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of social contexts, by developing their understanding of how language works and by developing their appreciation of language and its use.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Year 11 Representations of Australia and Australians in Australian texts Youth: A Teenage Perspective **Year 12** The Language of Power and Persuasion Representations in International Texts	• Examining the discourses that operate within literature • Exploring intertextuality across texts • Using reading practices to make different readings of texts • Comparing and contrasting texts from different times and cultures • Constructing narratives • Deconstructing advertisements • Exploring the ways that language choices are influenced by interpersonal relationships • Examining different genres e.g. letters to the editor and persuasive speaking	• Imaginative short story • Persuasive speech • Response to literature essay • Persuasive essay • Public speech • Editorial • Text analysis	• Teacher • Travel consultant, tour guide • Music critic • Journalist • Personnel consultant • Actor • PR officer • Administrator • University lecturer • Writer • Speech pathologist • Solicitor • Editor • Script writer • Legal executive • Interpreter • Historian

Recommendations OR Factors to Consider:

- **Required** a strong Sound achievement in Year 10 English
- Ability to read and research independently
- The ability to construct sentences, paragraphs and essays
- A willingness to draft and conference assignments
- **A commitment to presenting spoken tasks needs to be made**
- A commitment to meet deadlines and to complete set homework.
- 30% of written work completed under supervised conditions
- **Ability and willingness to read and comprehend at least two novels per year**

FACULTY AREA: *Mathematics and Informatics*

MATHEMATICS A

Mathematics A concentrates on life-related mathematics, and helps students become informed citizens**.**

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Managing Money • Applied Geometry • Data exploration and Analysis	The learning experiences include direct instruction, small group work, computer based activities and hands-on use of calculators and computers.	Two written tests and at least one written assignment per semester	• Work or TAFE • Arts • Primary education • Secondary teacher in areas other than mathematics / science • Some business courses at university (check course requirements)

Recommendations OR Factors to Consider

- **Required** Sound achievement or better in Year 10 Mathematics or teacher recommendation.
- Students must own a scientific calculator.

MATHEMATICS B

Mathematics B helps students prepare for a career that will involve mathematics.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Functions • Rates of Change • Periodic Functions and Applications • Exponential and Logarithmic Functions and Applications • Optimisation • Financial Mathematics • Introduction to Integration • Applied Statistical Analysis	The learning experiences include: • Direct instruction • Small group work • Computer based activities • Hands-on use of graphics calculators and computers	Two written tests and at least one written assignment per semester	A range of university courses including: • Engineering • Science • Computing • Accountancy • Some trades including electrician • Business

Recommendations OR Factors to Consider:

- **Required** High Achievement in Year 10 Extension Maths or 9 AMSCO Maths, or teacher recommendation
- Students will need a graphics calculator both at school and at home.

MATHEMATICS C

Mathematics C complements Mathematics B and gives a wide exposure to mathematics. Successful completion of Mathematics C will earn bonus points which will increase students' OP ratings for enrolment at several Queensland Universities.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Groups • Number systems • Matrices • Vectors • Calculus • Structures and patterns • Statistics	The learning experiences include: • Direct instruction • Small group work • Computer demonstrations • Hands-on use of graphics calculators and computers	Two written tests and at least one written assignment per semester	Would greatly assist students understanding and success in university courses such as • Engineering • Science • Computing • Business

Recommendations OR Factors to Consider:

- **Required** High Achievement in Year 10 Extension Maths or 9 AMSCO Maths, or teacher recommendation
- Students will need a graphics calculator both at school and at home.

FACULTY AREA: Science

BIOLOGY

This two-year course investigates the living world.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Cellular biology • Plant and animal physiology • Ecology • Diversity • Genetics • Evolution • Microbiology and disease	• Collections – insects and plants • Dissections • Field trips • Readings • Book work • Drawing • Practical work • Microscope use • Graphical work	• Exams • Written tasks • Extended experimental investigations • Extended research tasks • Insect collection • Plant pressing • Field work	• Biology at university • Vet • National parks and wildlife • Teaching • Nursing / medicine • Environmental science • Pathology

Recommendations OR Factors to Consider:

- **Recommended** Sound Achievement or better in Year 10 Science and Mathematics
- Good record of assignment submission
- Good communication skills and reading ability

CHEMISTRY

This is a 2 year contextually based chemical sciences course designed for OP students.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Periodicity and stoichiometry • Water and acid / base chemistry • Organic chemistry • Biochemistry • Electrochemistry	• Book work • Extended research projects • Excursions to local chemical industries • University lectures	• Supervised assessments • Extended experimental investigations • Extended research tasks	• Science at university • Medicine • Engineering • Pharmacy • Forensics

Recommendations OR Factors to Consider:

- **Recommended** Sound Achievement or better in Year 10 Science and Mathematics
- Good record of assignment submission
- Good communication skills and reading ability

PHYSICS

This is a 2 year contextually based course designed for OP students or electrical trade entry.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Motion • Energy fields (magnetic, electrostatics) • Waves (light, sound, electromagnetism) • Atomic physics • Electronics • Quantum theory	• Critical quantitative problems involving mass, length, time and derivatives • University lectures • Extended practical work • Design and manage (same for chemistry above)	• Supervised assessments • Extended experimental investigations • Extended research tasks	• Engineering • Pure science • Medicine/pathology • Electrical mechanical trades

Recommendations OR Factors to Consider:

- **Recommended** Sound Achievement or better in Year 10 Science and Mathematics
- Good record of assignment submission
- Good communication skills and reading ability
- Preferably studying Mathematics B concurrently.

FACULTY AREA: *Studies of Society and the Environment*

ANCIENT HISTORY

The choices that you will be making for your future should include the past! By choosing Ancient History, you will not only be equipping yourself well for your final years of schooling, but for the rest of your life. History enables people to know about past events and actions; it also makes them critical and wary thinkers, more confident communicators and more active citizens.

Most obviously History provides an understanding of past events, not just dates and facts. Such skills are invaluable in all aspects of our lives. Understanding where society and individuals come from also enables us to understand where we are today.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Studies of Archaeology • Australia • Selection of European, Asian and South American sites • Funerary Practices in Ancient Egypt • Conflict in Ancient Greece • The Trojan War • Athens and Sparta • The Persian Wars • The Religions of Ancient Greece and Rome • Alexander the Great • Personalities • The Crusades	Study of a variety of historical evidence available through books, film and the internet through: • Discussions • Written responses • Non-written responses	• Essays • Research assignments • Response to stimulus tests • Multimodal presentations	Ancient History prepares students for **all possible University pathways** as it teaches students to write, analyse, evaluate, research and to think critically about sources of information. It prepares them to be successful life-long learners. Possible careers include: Teacher , Solicitor, Writer, Photographer , Journalist, Publisher, Historian Film & Television Producer, Archaeologist , Anthropologist, Lawyer , Travel Consultant , Tour Guide , Librarian

Recommendations OR Factors to Consider:
• It is essential that you are able to read and write proficiently. You must have good spelling and communication skills.
• **Recommended** a strong Sound Achievement in English (minimum)
• Access to Internet at school is essential
• Willingness to work on research at home
• This course requires you to be able to interpret, analyse and critically evaluate historical sources and read historical accounts. You will be taught these skills but need to learn the jargon.
• You need to be confident enough to participate in class discussions and argue your point of view when debating issues.

GEOGRAPHY

Geography provides knowledge about the environment and society we live in. Local, regional, national and global scales are investigated so that people become informed and active citizens and can see a value in knowing and wanting to know about our world through life.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths

• Managing the Natural Environment
• People and Development
• Social Environments
• Resources and Environment
	• Reading
	• Writing
	• Discussion
	• Videos
	• Tables
	• Maps
	• Diagrams
	• Fieldwork
	• Cross sections
	• Photo interpretation
	• Graphs
	• Reading/writing reports
	• Statistical interpretation
		• Content tests
		   *multiple choice
		   *short answer
		• Essay tests
		• Reports
		• Practical exercises
			• Environmental risk assessors
			• Park rangers
			• Journalists
			• Teachers
			• Bank managers
			• Real estate agents
			• Geographic information systems analysts
			• Dpi employees
			• Csiro employees
			• Tour operators
			• Householders
			• Politicians
			• Fishers
			• Developers
			• Scientists
			• Architects/engineers/builders
			• Town planners
			• Transport department employees

Recommendations OR Factors to Consider:

- **Recommended** a strong Sound Achievement in English (minimum)
- Having studied Geography before is not necessary but is an advantage
- Geography contributes considerably to Queensland Core Skills Test questions
- A background in Geography benefits many job situations.
- A willingness to do the work is essential
- Access to internet at school is essential
- Understanding issues in today's society is considerably enhanced with a background in Geography.
- Willingness to work on research at home

FACULTY AREA: The Arts

DANCE

This subject offers students the opportunity to study dance as an expression of self, of one's culture and of other cultures as an aesthetic means of ordering movement in an expressive way.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Example Units Functions of Dance Dance in Musical Theatre Overview of Ballet Contemporary Dance Popular Dance (Jazz, Hip-Hop) Dances from other Cultures Independent Study Folk Dance in Australia Popular Dance of Youth Culture	• Creating sequences • Stylising movements • Responding to stimulus • Individual and group dance routines in front of an audience • View dance works and respond to meaning • Identify sociological and cultural significance • Learn professional repertoire dances	**Choreography -** shaping and controlling of dance components. • Manipulating dance elements • Formulating dance **Performance -** dancers interpretation of intent through the skills of dance. • Group or individual **Appreciation –** responses to danceworks and the application of dance knowledge. • Viewing dance to analyse, evaluate and interpret • Written/oral	• Teaching • Performing • Children's workshops • Dancer • Television

Recommendations OR Factors to Consider-

- **Recommended** a Sound Achievement in year 9 or 10 Dance and a Sound Achievement in year 10 English
- Interested in dance and movement across cultures
- Willingness to participate and improve agility in a range of dance styles

DRAMA

Drama is a group art and explores contexts derived from real life. It appeals to students who actively seek a career in the arts or who pursue drama with a view to leisure activities.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
A course of study comprises units of work that integrate dramatic languages and the dramatic perspectives (heritage and contemporary). Students are expected to demonstrate their knowledge and understanding of elements of drama, skills of performance, styles and their conventions, text and context. Example sample units could be independent or combine study in: **Heritage:** • Absurdism • Epic • Comedy • Realism • Greek • Elizabethan **Contemporary:** • Australian Gothic • Collage Drama • Contemporary Circus and Mime • Physical Theatre • Visual Theatre • Street Theatre	Learning experiences will cover the three general objectives being studied in the topics. The three objectives are: • Forming • Presenting • Responding Examples of activities are: • Identifying and managing the elements of drama • Acting within the framework of a variety of drama styles. • Analysing texts and extending them.	Assessment will revolve around The three general objectives: • Forming • Presenting • Responding Year 11 is formative and will provide practice for Year 12. Year 12 is summative.	• Professional acting • Teaching • Arts degree • Tourism • Television • Directing • Stage manager

Recommendations OR Factors to Consider:

Students:
• **Recommended** a Sound Achievement in year 9 or 10 Drama and a Sound Achievement in year 10 English
• Need to have a real desire to perform and improve their confidence and theatrical skills.
• Must be self-motivated and able to work in groups and work without supervision.

FILM, TELEVISION AND NEW MEDIA

Film, Television and New Media explores how social, cultural, political, economical and historical factors influence the language communicated in a given text. It also explores the impact technology has had on Media.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Year 11 • The Language of Moving Images • What's on the Box • That's Entertainment • Cultural Myths **Year 12** • Experiencing New Media • A Window to the World • Visions from within – From Real to Surreal • You – The Artist	**Design** – Tasks include: • Scripting • Storyboarding • Shot lists • Advertising campaigns **Production** • Making movies / film trailers • Using video cameras / editors **Critique** • Evaluating And Analysing Film and television texts.	Assessment for Year 11 is formative. It provides practice for Year 12. Tasks are from the three dimensions: • Production design which are all individual • Production practice (group and individual) • Critique -written assignments – comparative reviews (individual)	• Film and television industry • TAFE courses • Journalism • Working in television • University degree courses in film/television studies • Acting • Radio

Recommendations OR Factors to Consider:

• **Recommended** a Sound Achievement in year 9 or 10 Media Studies and a Sound Achievement in year 10 English
• Highly motivated, self-disciplined and able to work without supervision.
• Able to organise themselves to work in groups
• Work outside of class time to complete production practice pieces
• Think creatively

Additional fees apply to this subject

VISUAL ART

Art encourages students to express themselves and to become visually literate. It enhances their ability to think, create and gain skills which enable them to communicate visually.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Year 11 - <u>Diversification</u> • With associated teacher – nominated concepts and focuses **Year 11 - <u>Concepts</u>** • The Physical • The Human Condition **Year 11 - <u>Focuses</u>** • Representation • Altering Reality • Emotions, Attitudes and Values **Year 12 - <u>Specialisation</u>** Specialisation with students responding to their own nominated concepts and focuses within the units: • The Human Image • Identity	Students are able to work in areas ranging from: • Drawing • Painting • Print making • Ceramics • Sculpture • Art appreciation Students learn about artworks, materials and techniques through both Making and Appraising tasks. Making tasks involve the production of artworks. Appraising tasks involve the critical analysis of artists' work	The three assessment criteria are:- • Visual Literacy • Application • Appraising **Year 11** Tasks include: • Making folio or body of work for each unit • Appraising - written for term 1, 2 & 3. • test in term 4 **Year 12** • Making body of work for each specialization unit • at least two extended writing tasks. • Extension folio	Can lead to artistic careers in: • Advertising • Theatre set design • Education • Graphic design • Commercial art • Computer design • Sign writing • Textile design • Interior design • Photography • Jewellery • Architecture

Recommendations OR Factors to Consider:

Equipment:
• Visual diary sold at school
• 2b pencil
• Eraser
• Materials kit (optional)

• **Recommended** a Sound Achievement in year 9 or 10 Visual Art and a Sound Achievement in year 10 English
• A genuine enjoyment of art
• Self motivation, effective time management and organizational skills

Additional fees apply to this subject

FACULTY AREA: Health and Physical Education

PHYSICAL EDUCATION

This subject enables students to make informed, rational decisions as to their involvement in skilful physical activities as well as choose behaviour and attitudes that promote healthy living.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Theoretical Concepts: • Training, Exercise and Physical Performance • Equity and Access to Physical Activity and Sport • Skill Acquisition • Psychology of learning Physical Skills • Physical Activity in Australian Society • Biological basis of Training and Exercise **Practical Activities May Include:** • Archery • Touch Football • Badminton • Basketball • Volleyball • Water polo • Tennis • Competitive Swimming	• Graph analysis • Guest speakers • Data collection • Class debates • Written comprehension tasks • Group brainstorming • Argument development • Practical heart rate monitoring • Video analysis of performance • Group dynamics • Practical performances • Self analysis of performance • Group, partner & individual skill drills • Tactical game play • Strategy design • Refereeing	• Written scripts and structured overviews, written feature articles, oral presentations, written exams • Extended response questions • Subjective game play • Performance of physical skills	• Community health worker • Nursing • Sports marketing • Journalism • Sports coaching • Hpe teaching • Sports nutritionist • Physiotherapy • Outdoor education instructor • Sports coach • Recreation advisers • Teaching • Others • Sports psychologist • Personal Trainer • Resort Recreation Officer

Recommendations OR Factors to Consider:

• **Recommended** a Sound Achievement in year 10 English and a Sound Achievement in year 10 HPE
• This is a physical subject. Students need to be prepared for regular physical activity

HEALTH EDUCATION

Health Education is a subject which investigates the multi-dimensional nature of Health in our current society. Based on the principles of Health Promotion, Social Justice and the Ottawa Charter for Health Promotion; students studying Health will investigate a range of current health issues in order to propose and implement effective solutions to improve the health of their peers, themselves and their community.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
The course is organized into the different strands of Health • Personal Health • Community Health • Peer Health • Family Health • Health of Specific Populations Each unit focuses on a particular Health Issue affecting the community of Glenmore SHS and our immediate surrounds. Specific Health Issues may include: • Nutrition • Cyber Bullying • Litter • Traffic and Road safety • Access to Health Services • Indigenous Health • Health of Young People • Sun Safety • Substance Abuse • Sexual Health • Schoolies • Mental Health • Family conflict • Binge drinking	• Interpreting current data, including policy documents, media articles and videos • Analysing current strategies or policies of the issue being investigated • Analysing strategies and evaluating effectiveness or improvements • Formulating hypotheses and testing through field work • Interviews and research • Synthesizing ideas in a variety of forms, e.g. Oral, written, practical • Proposing and/or implementing strategies for improvement • Solving problems and managing conflict • Engaging in active research projects independently and with groups and teams • Undertaking surveys and analysing data • Advocating for change • Presenting policies to school committees • Researching from primary and secondary sources • Developing decision making skills	• Written reports • Research reports • Oral presentations • Written exams • Journals • Essays • Integrated tasks involving the implementation of health strategies at a school and personal level	• Community health worker • Nursing • Teaching • Early childhood studies • Occupational health and safety • Law • Medicine • Nutritionist • Health therapist • Social work • Journalism • Allied Health • Pathologist • Physiotherapist

Recommendations OR Factors to Consider:

• **Recommended** a Sound Achievement in year 10 English and a Sound Achievement in year 10 HPE
• This subject does **not** involve Physical Activity as a core learning experience. It is a theoretical subject

FACULTY AREA: Business Education

BUSINESS COMMUNICATION AND TECHNOLOGIES (BCT)

Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

BCT fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Students will cover eight of the following topics over the two years of study: • Business environments • International business • Workplace health, safety and sustainability • Managing workplace information • Managing people • Organisation and work teams • Social media • Marketing • Financial administration These topics are studied within the context of different business environments such as public administration, legal, banks and other financial institutions, tourism and hospitality, real estate, mining, political, events management, technical, insurance, retail, travel, rural, media, entertainment, health and well-being, retail, media, entertainment. At least, one but no more than two contexts per semester may be chosen.	Students will engage in a wide variety of practical and theoretical learning experiences which reflect the contextual nature of the course. The underpinning practices of *Business Communication* and *Business Technologies* are integral to all business relationships and dealings, and shape the development of students' knowledge and skills. Students will develop business communication skills throughout the course and the use of technologies will be embedded in learning experiences.	All assessment in Year 11 is formative. This allows students the time to build knowledge, skills and confidence in the subject matter early in their course without affecting their final results. Assessment will usually be in the form of: • Short written response • Extended written response • Spoken/multimodal presentation • Practical tasks • Integrated project • Responses to stimulus materials • Research assignments The criteria are: • Knowing and understanding business • Investigating business issues • Evaluating business decisions	The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at tertiary level. • Teacher • Accountant • Administrator • Manager • Marketing and promotions • Finance and investment adviser • Banking industry • Finance industry • Insurance industry • International business arena

Recommendations OR Factors to Consider:

• **Recommended** Sound Achievement in Year 10 English
• Good communication skills and reading ability

AUTHORITY REGISTERED STUDY AREA SYLLABUS/SPECIFICATIONS AND VET CERTIFICATES

FACULTY AREA: *Language and Communication Studies*

ENGLISH COMMUNICATION

The study area specification English Communication is designed to allow students to develop and use language skills in the areas of work, community and leisure. This study area specification is informed by the National Framework which describes six different aspects of the communication process: procedural, technical, cooperative, personal, systems and public, each of which is addressed in this two year course. Aims of the course include developing students' ability to: understand and appreciate Australia's linguistic and cultural diversity; develop positive attitudes to and strategies for engagement in lifelong learning; gain knowledge, understanding and an appreciation of various forms of text, reflect on their own and other people's knowledge, values and practices; communicate appropriately and effectively with confidence; and plan and work independently and as a member of a group.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Year 11 Talkin' 'bout your Generation Reading for Pleasure The Customer is Always Right Topical Topics Local Leisure Sheilas, Blokes and Tin Lids **Year 12** You are my Hero Working Together On the Job Hunt Making Memories	• Discussion and forming opinions • Listening/questioning skills • Interview skills • Collating data • Presenting information • Humour (discussion) • Problem solving • Job seeking • Current affairs • Leisure activities • Organisational skills • Reading and writing work related documents • Team activities • Viewing media • Analyzing data • Researching information	• Opinionative oral • Informative oral • Focused analysis • Persuasive oral (group) • Resume (individual) • Interview (individual) • Production tasks (individual & group) • Self and peer assessments • Teacher observations • Contribution to discussions • In-class performance • Film review	• Trades and apprenticeships • Traineeships • New apprenticeships • Retail

Recommendations OR Factors to Consider:

• Student participation vital for success
• Interaction with school and wider community
• Presentations
• Courtesy and control on behalf of the students

FACULTY AREA: Mathematics and Informatics

PREVOCATIONAL MATHEMATICS

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
A practical course to develop in students the mathematical skills and reasoning used in the workforce.	Practical hands-on activities in the areas of: • Applied geometry • Managing money • Chance and data	• Classwork • Assignments and projects • Exams	Entry into the workforce and/or TAFE or other training colleges.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

Information and Communications Technology aims to help students to become confident and competent users and consumers of ICTs. Students are encouraged to develop the processes, skills and attitudes needed to become responsible users of ICTS in the community and to develop a commitment to their safe and ethical use.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
The course framework is developed around the mandatory study area core: • Use ICTs competently • Manage time and resources effectively and efficiently • Communicate and work with others • Engage in self-directed learning • Make informed decisions • Employ safe and healthy procedures in the use of icts • Use icts ethically • Strive for excellence and aim for quality Elective units (one per semester): • Document production • Digital video • Animation • Website development • Digital still imaging • Digital audio • On-line communication • Managing data *Elective units offered each year may vary depending on teacher expertise and school resources available.*	Students will engage in a range of learning experiences from a task-oriented point of view. They will investigate and access a range of current information regarding ICTs. All learning experiences will provide opportunities for students to think and work individually and with others in a cooperative way.	Assessment in this subject will be undertaken through a series of projects with the compilation of a folio of work for each student across the whole course. Techniques could include: • Product design, development and construction projects • Research projects • Integrated tasks • Multimedia or single media presentations • Case study reports • Simulations	• Computing • Business • Information technology • Web design • Animation • Teaching • Information management • Office administration • Desktop publishing and printing • Graphic design • Media

Recommendations OR Factors to Consider (for ICT):

There are no pre-requisites to undertake this course of study.

Students need to:
• Have an interest in information communications technology
• Be highly motivated and self-disciplined
• Think creatively
• Be able to communicate and work with others

Participation in work experience is encouraged.

FACULTY AREA: Science

AQUATIC PRACTICES

Aquatic Practices incorporates a study of the sea, inland waters and associated catchment areas. It involves students engaging in a number of learning experiences that will take place in the classroom and the field.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Resuscitation • Dangerous Marine creatures • Recreational fishing • Power boating • Aquariums • Marine Camps • Navigation • Weather and tides • Snorkeling	• Field work • Practical studies • Research • Excursions • Industry tours	• Practical skills • Projects • Skills checklists • Case studies • Exams • Folios	• National parks and wildlife • Environmental science • Recreation industry • Tourism • Aquiculture • Boating Industry

Recommendations OR Factors to Consider:

• Logical thinking ability
• Good communication skills
• Sound physical abilities
• Strong awareness of safety

**Additional fees apply
to this subject**

FACULTY AREA: Studies of Society and the Environment

SOCIAL AND COMMUNITY STUDIES

This subject provides life-related skills and knowledge, useful for students entering the workforce**.**
Some additional cost could be incurred because of excursions.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Money management • Health food and nutrition • Recreation and leisure • Arts and the community • Relationship skills • Gender and idenity • World of work	• Inquiry learning. All units of work can be tailored to the needs of the individual taking the course.	• Tests, forms • Case study • Oral/media presentation • Bookwork • Research tasks / writing responses • Story books • Participation in group tasks • Excursion	• For those students going into the workforce and TAFE courses. • For students who need skills in day to day life. • Environmental issues are a significant focus.

Recommendations OR Factors to Consider:

This subject is less demanding than the other senior sciences and social sciences but very practical and interesting. Match it with other school subjects such as English Communication or Prevocational Mathematics.

FACULTY AREA: The Arts

CREATIVE ARTS

The Arts are the common threads of life in all communities and are mirrors of society's aspirations. Artist practitioners fulfill many roles in a community, such as maker, performer/presenter, technician and manager. In the course of study chosen, students are given the opportunity to explore these roles through active engagement with one or more of the arts, and to understand the different careers available in the industry. By taking on some practitioners' roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas and feelings.

ARTS IN PRACTICE
MEDIA ARTS IN PRACTICE
VISUAL ARTS IN PRACTICE

Refer to the table on pages 32-33 for more information on each of the strands offered.

Recommendations OR Factors to Consider (for all Creative Arts strands):

For all strands the students must have:
• The ability to work independently and in groups.
• A willingness to explore creative practices
• Be self-motivated and self-managed to work to completing tasks.
• A responsible and mature attitude when using and borrowing school equipment.

- A positive work ethic to work on school projects, like senior memories book etc.
- Pride in their work and be committed to preparing and supporting school events exhibiting artworks.
- Accepted the idea that as arts practitioner's the class may be involved in school projects: drama production, Exhibitions

Additional fees apply to some strands

CREATIVE ARTS – ARTS IN PRACTICE

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment Examples only Will vary	Possible Career Paths
ARTS IN PRACTICE Photography and Photo-Shop Animation Video Gaming Experimental Films Music Video Clips Interactive Narratives Film Music – Computer composition Performance Acting and Filming for Screen Scripting – Finding the Words Lighting and Sound Technologies Make-up, Costume and Set Design	All strands have a vocational orientation with development of knowledge and skills of the artist practitioner. For all Strands students will engage in a wide variety of learning experiences which focus on the dimensions and objective: • **Knowing & Understanding** • **Applying and Analysing** • **Evaluating and Creating**	**Project** – Photographic Narrative using music Advertising Portfolio – Poster, Television Ad, Radio ad **Arts Work** – Themed Photography Folio with Music **Extended Response to Stimulus** - Analysis of Advertising Campaign **Investigation –** Podcast or oral presentation reviewing an exhibition or performance	• Photographer • Performer • Stage Director • Cameraman • Advertising • Screen Director • Stage Manager • Lighting and Sound Technician

CREATIVE ARTS –   MEDIA ARTS IN PRACTICE
VISUAL ARTS IN PRACTICE

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment Examples only – Will vary	Possible Career Paths
Media Arts in Practice Core Topics: **Media Technologies** **Media Communications** **Media in Society** Media in the Making At the Movies Manipulating Moving Image Scripting Advertising and Social Documentary **Elective Areas:** Audio Curating Graphic Design Interactive Media Moving Images Still Images	All strands have a vocational orientation with development of knowledge and skills of the artist practitioner. For all Strands students will engage in a wide variety of learning experiences which focus on the dimensions and objective: • **Knowing & Understanding** • **Applying and Analysing** • **Evaluating and Creating**	**Media Arts in Practice** • **Project -** Design and create a folio for rebranding a band Photographic folio Design Animation Folio Design • **Products –** Animation, short film, audio manipulation, photographic folio, Magazine Covers • **Extended Response to stimulus** – Review of a film Oral presentation/podcadsts • **Investigation**. – Investigate a range of DSLR manual camera settings to capture moving objects. Investigate and evaluate media artworks for an exhibition.	*All strands focus on students developing skills to be their own arts practitioner where they could produce, contract themselves out or sell their products via any means.* **Media Arts in Practice** Filmmaker – eg - Create Wedding Videos, short films etc Advertising Practice Journalism Cameraperson Web page designers Design video games Design Apps
Visual Arts in Practice Core Topics: **Visual Mediums, Technologies and Techniques** **Visual Literacies and Contexts** **Artwork Realisation** **Elective Areas** 2D 3D Digital and 4D Design Craft		**Visual Arts in Practice Project:** Design a mural Design Wearable Art Design backdrops Deign a folio of arts for rebranding a music band. **Product** – examples Painting mural Films Photographs Wearable art/jewellery **Extended Response to stimulus:** Review of an exhibition. **Investigation:** Podcast, essay, oral presentation chosen arts for an exhibition.	**Visual Arts in Practice** Artist Photographer Cinemographer Jewellery Maker Set Design Advertising and Logo Design

FACULTY AREA: Health and Physical Education

RECREATION STUDIES - General

This subject will provide students with a holistic approach to the *Academic, Cultural* and *Practical* values of Sport and recreation with the opportunity to develop skills; an emphasis is placed on nurturing students towards successful careers in the sport and recreation industry. This subject will enable the students to play an active role in the community via participation in a range of sport and recreational activities including being an active member of a club, organisation and committee. Students will also help organise a range of events including lunch time sports competitions and a sport and recreation expo.

Students will have the choice between following the standard Recreational Studies Approach OR choosing an Approach that has a Rugby League focus – see next page. Students CANNOT study both.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths

Theoretical Concepts: Recreation has an important role within Australian society
 	
Agencies have a role in the promotion of recreation, physical activity and health in the broader community.
 	
Physical activity in recreation activities supports the development and maintenance of health. Policies, strategies, rules and technology can be used to promote health and safety and recreation Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in recreation activities.
Practical Concepts:
• Swimming and Lifesaving
• Outdoor education
• Coaching
• Skill development for various games and sports
• Challenging and adventure activities
• Event management
• Umpiring and refereeing
• Health related physical activities
	• Guest speakers
	• Video presentations
	• Group discussion
	• Teacher modelling
	• Skill developing
	• Game play
	• Drills
	• Computer use
	• Written work
	• Utilisation of venues
	   - oval
	   - gym
	   - pool
	   - indoor centre
	   - community facilities
	• Local and state competitions
	• Tournaments
	• Goal setting
		• Written assessment
		• Record keeping
		• Coaching levels assessment requirements
		• Tournament organisation
		• Behaviour analysis
		• Fitness testing
		• Skills testing
		• Teacher observation
		• Journal
		• Extended response to stimulus
		• Performance
		• Projects
			• Coaching placements
			• Sports development officers
			• Sports trainers
			• Sports managers
			• Strength and conditioning coaching
			• Club administration

Recommendations OR Factors to Consider:

• **Recommended** a Sound Achievement in year 10 HPE or HRL
• A subject for motivated students, with the possible intention of future recreation industry placement
• Participation in work placement and school and community based activities.

RECREATION STUDIES - Rugby League

This subject will provide students with a holistic approach to the *Academic, Cultural* and *Practical* values of Sport and recreation with the opportunity to develop skills; an emphasis is placed on nurturing students towards successful careers in the sport and recreation industry. This subject will enable the students to play an active role in the community via participation in a range of sport and recreational activities including being an active member of a club, organization and committee. Students will also help organize a range of events including lunch time sports competitions and a sport and recreation expo. Students choosing this option will focus on the development of team and individual skills in rugby league.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths

Theoretical Concepts:
Recreation has an important role within Australian society
 	
Agencies have a role in the promotion of recreation, physical activity and health in the broader community.
 	
Physical activity in recreation activities supports the development and maintenance of health. Policies, strategies, rules and technology can be used to promote health and safety and recreation Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in recreation activities.
 	
Practical Concepts:
• Rugby League sport specific skills
• Strength and conditioning: resistance training & speed and agility training for Rugby League
• Outdoor Education
• Event Management
• Coaching
• Rugby League – skill acquisition and learning
• Students that choose the Rugby League focus will develop team and individual skills related to Rugby League.
	• Guest speakers
	• Video presentations
	• Group discussion
	• Teacher modelling
	• Skill developing
	• Game play
	• Drills
	• Computer use
	• Written work
	• Utilisation of venues
	  - oval
	  - gym
	  - pool
	  - indoor centre
	  - community facilities
	• Local and state competitions
	• Tournaments
	• Goal setting
		• Written assessment
		• Record keeping
		• Tournament organisation
		• Behaviour analysis
		• Fitness testing
		• Skills testing
		• Teacher observation
		• Journal
		• Extended response to stimulus
		• Performance
		• Projects
			• Coaching placements
			• Sports development officers
			• Sports trainers
			• Sports managers
			• Strength and conditioning coaching
			• Club administration

Recommendations OR Factors to Consider:

- **Recommended** a Sound Achievement in year 10 HPE or HRL
- Cost variables TBA (eg. guest speakers, polo shirts, travel costs, certificates, cost for off campus activities, etc)
- A subject for motivated students, with the possible intention of future recreation industry placement
- Participation in work placement and school and community based activities
- HRL Levy to cover training and gym equipment

SIS30313 CERTIFICATE III IN FITNESS

The Certificate III in Fitness is a 2 year course through Registered Training Organisation: Binnacle Training (RT Code: 31319). Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their 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 indoor and outdoor fitness settings.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits:

- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)

This program also includes the following:

- First Aid qualification and CPR certificate.

- A range of career pathway options including an alternative entry into university.

- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Fitlink Australia.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Core Units: • Provide fitness orientation and health screening • Provide quality service in the fitness industry • Develop and apply an awareness of specific populations to exercise delivery • Apply anatomy and physiology principles in a fitness context • Provide healthy eating information to clients in accordance with recommended guidelines • Maintain sport and recreation equipment for activities • Work effectively in a sport and recreation environment • Follow occupational health and safety policies • Undertake risk analysis of activities • Provide first aid	• Learning about the sport, fitness and recreation industry. • Following health and safety standards in the workplace. • Providing quality customer service. • Using and maintaining fitness and sport equipment. • Delivering community fitness programs. • Conducting a risk assessment on fitness activities. • Providing client screening and health assessments. • Providing healthy eating information to clients. • Instructing and monitoring fitness programs. • Delivering warm-up and cool-down	Program delivery will combine both 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). A range of teaching/learning strategies will be used to deliver the competencies. These include: • Practical tasks • Hands-on activities involving clients • Group work • Practical experience within the school fitness facility Evidence contributing towards competency will be collected throughout the course. This process allows a student's	The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example: • Exercise Physiologist • Teacher – Physcial Education • Sport Scientist **Students completing their Certificate III may be able to upgrade their QTAC selection rank.*** ** Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).* Students may also choose to continue their study by completing the Certificate IV in Fitness with Fitlink Australia for just $650 (save over $2,000)!

Students also study elective units but these are subject to change.	• sessions • Planning and delivering gym programs. • Working with specific population clients. • Developing skills in exercise science, including anatomy and physiology. • Industry-recognised First Aid qualification and CPR certificate.	competency to be assessed in a holistic approach that integrates a range of competencies. **NOTE: This program involves a mandatory 'outside subject' weekly component of 90 minutes per week across a minimum of one term of study – delivering fitness programs and services to a variety of clients, including adults.**	** *This course is subject to suitably qualified teaching staff and resources being available to comply with VQF standards for registration.*

Recommendations OR Factors to Consider:

- **This subject is offered to students via an external RTO (training provider). There is a compulsory levy of $350 attached to this subject. This levy provides all learning and assessment materials for the subject.**

- This is a subject for motivated students, with the possible intention of future Fitness industry placement
- Students will be expected to participate in a range of fitness training sessions and must be willing to lead others in training sessions.
- A moderate level of physical fitness is necessary
- Participation in work placement and school and community based activities outside school hours is required
- Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must also have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	THIS SUBJECT OUTLINE IS TO BE READ IN CONJUNCTION WITH BINNACLE TRAINING'S PROGRAM DISCLOSURE STATEMENT (PDS). THE PDS SETS OUT THE SERVICES AND TRAINING PRODUCTS BINNACLE TRAINING PROVIDES AND THOSE SERVICES CARRIED OUT BY THE 'PARTNER SCHOOL' (I.E. THE DELIVERY OF TRAINING AND ASSESSMENT SERVICES). TO ACCESS BINNACLE'S PDS, VISIT: HTTP://WWW.BINNACLETRAINING.COM.AU/RTO.PHP AND SELECT 'RTO FILES'.

Additional fees apply to this subject

FACULTY AREA: Industrial Technology and Design

Building and Construction Skills

Manufacturing aims to meet the needs of students in the senior phase of learning. In particular, the building and construction studies strand aims to provide students with a general knowledge and appreciation of building and construction materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies, help students think critically about their material environment (with particular emphasis on innovation and problem solving) and equip students with broadly based practical skills that can be further developed, directed or transferred to other technical situations thus enhancing their capacities to adjust to technological change.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Key elements include: • Introduction to the building and construction industry • Safety in the construction workplace • Drawing, interpretation and site set-out • Selection and application of hand and power tools • Selection of materials and construction applications • Fabrication and assembly of construction-based projects Units of study include: • Industry orientation • Outdoor construction • Indoor construction • Finishing	Students will engage in a variety of practical and theoretical learning experiences related to the course. • in operating a wide range of tools used in the construction industry • in a variety of processes such as concreting, bricklaying, paving, frame construction and other processes used in the construction industry These learning experiences will take place in classrooms, workshops, simulated work environments and where possible with industry visits and work placement.	Assessment criterion based and is designed to enable students to demonstrate achievement of the objectives of the SAS. These are grouped under the headings of • Knowledge and understanding • Applied processes • Practical skills. To determine a student's level of achievement a wide range of tasks and assessment techniques are used including: • Objective and short response tests • Practical work • Written responses • Teacher observation	• Apprenticeship/ traineeship in the building and construction industry • Life skills course as it develops skills and safe working habits with machines and processes, which will be of use to students for the rest of their lives

Recommendations OR Factors to Consider:

• **Students are required to pay a consumables levy per year.**
• Students will be provided with one set of safety glasses and access to other personal protective equipment to use during class. The cost for replacement safety glasses will be incurred by the student.
• Safe working practices are insisted upon and are considered to be central to the course.
• An A4 display folder for classwork exercises is needed
• A notebook for rough calculations, sketches, notes etc
• Participation in work placement and school and community based activities
• Preference will be given to students who have successfully completed Year 9 and/or 10 ITN/M

> **Additional fees apply to this subject**

Engineering Skills

Manufacturing aims to meet the needs of students in the senior phase of learning. In particular, the engineering studies strand aims to provide students with a general knowledge and appreciation of engineering materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies, help students think critically about their material environment (with particular emphasis on innovation and problem solving) and equip students with broadly based practical skills that can be further developed, directed or transferred to other technical situations thus enhancing their capacities to adjust to technological change.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Key elements include: • Introduction to the engineering industry • Safety in the engineering workplace • Drawing interpretation and setting out • Selection and application of hand and power tools • Selection and application of static machinery • Selection and application of welding/cutting processes • Materials selection and application • Surface preparation and finishing Units of study include: • Industry orientation • Cutting and joining materials • Machining materials • Fabrication • Production	Development of practical and theoretical skills in operating, for example: • Lathes • Milling machines • Bench grinders • Hand and power tools of varying types • Arc, oxy-acetylene, gas metal arc welding • Brazing • Soldering • Fabrication Visits to industry and work experience will be carried out and related site work will be undertaken throughout the school.	Assessment criterion based and is designed to enable students to demonstrate achievement of the objectives of the SAS. These are grouped under the headings of • Knowledge and understanding • Applied processes • Practical skills. To determine a student's level of achievement a wide range of tasks and assessment techniques are used including: • Objective and short response tests • Practical work • Written responses • Teacher observation	• Apprenticeship/ traineeship in the engineering industry • Life skills course as it develops skills and safe working habits with machines and hand and power tools which will be of benefit to students for the rest of their lives. • This qualification promote employability skills in a work context.

Recommendations OR Factors to Consider:

- **Students are required to pay a consumables levy per year.**
- Students will be provided with one set of safety glasses and access to other personal protective equipment to use during class. The cost for replacement safety glasses will be incurred by the student
- Safe working practices are insisted upon and are considered to be central to the course.
- An A4 display folder for classwork exercises is needed
- A notebook for rough calculations, sketches, notes etc
- Participation in work placement and school and community based activities
- Preference will be given to students who have successfully completed Year 9 and/or 10 ITM/N

Additional fees apply to this subject

Furnishing Skills

Manufacturing aims to meet the needs of students in the senior phase of learning. In particular, the furnishing studies strand aims to provide students with a general knowledge and appreciation of finishing materials, equipment, processes and procedures that can be built upon to keep pace with changing technologies, help students think critically about their material environment (with particular emphasis on innovation and problem solving) and equip students with broadly based practical skills that can be further developed, directed or transferred to other technical situations thus enhancing their capacities to adjust to technological change.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Key elements include: • Introduction to the furnishing industry • Safety in the furnishing workplace • Drawing interpretation and setting out • Selection and application of hand and power tools • Selection and application of static machinery • Materials selection, construction and assembly of a product • Surface preparation and finishing Units of study include: • Industry orientation • Framing construction • Carcase construction • Finishing	This is a hands-on, practical course where students gain experience in the safe use of virtually all the machines, tools and facilities the Industrial Design and Technology area has to offer. Visits to industry and work experience will be carried out and site-work activities will be undertaken throughout the school.	Assessment criterion based and is designed to enable students to demonstrate achievement of the objectives of the SAS. These are grouped under the headings of • Knowledge and understanding • Applied processes • Practical skills. To determine a student's level of achievement a wide range of tasks and assessment techniques are used including: • Objective and short response tests • Practical work • Written responses • Teacher observation	• Apprenticeship/traineeship in furnishing. • Life skills course as it develops skills and safe working habits with machines and hand and power tools which will be of benefit to students for the rest of their lives • These qualifications promote employability skills in a work context.

Recommendations OR Factors to Consider:

- **Students are required to pay a consumables levy per year.**
- Students will be provided with one set of safety glasses and access to other personal protective equipment to use during class. The cost for replacement safety glasses will be incurred by the student
- Safe working practices are insisted upon and are considered to be central to the course.
- An A4 display folder for classwork exercises is needed
- A notebook for rough calculations, sketches, notes etc
- Participation in work placement and school and community based activities
- Preference will be given to students who have successfully completed Year 9 and/or 10 ITN/M

> **Additional fees apply to this subject**

FACULTY AREA: Business Education

BUSINESS STUDIES

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range business contexts. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
Students will cover four business functions over the two years of this course. Units will cover the following knowledge and skills: • *Working in administration:* focuses on the broad range of administrative knowledge, understandings and skills needed to work in a variety of business contexts. • *Working in finance:* focuses on the knowledge, understanding and skills needed to support the financial functions of a business. • *Working with customers:* focuses on investigating the meaning and importance of customer service and how businesses decide on the level of customer service they will offer to their customers. • *Working in marketing:* focuses on investigating how businesses use marketing activities to meet customers' needs and deal with competition.	Students will have the opportunity to develop practical business knowledge, understanding and skills for use, participation and work in a range business contexts. The core business practices of business fundamentals, financial literacy, business communication and business technology will be embedded throughout the course. Units will be studied within the context of different business environments such as public administration, legal, banks and other financial institutions, tourism and hospitality, real estate, mining, political, events management, technical, insurance, retail, travel, rural, media, entertainment, health and well-being, retail, media, entertainment. At least, one but no more than two contexts per semester may be chosen.	All assessment in Year 11 is formative. This allows students the time to build knowledge, skills and confidence in the subject matter early in their course without affecting their final results. Assessment will usually be in the form of: • Projects • Extended responses to stimulus • Exams The criteria are: • Knowing and understanding • Applying and analysing • Planning and evaluating	Studying Business Studies can establish a basis for further education and employment in the following areas: • office administration • data entry • retail • sales • reception • small business • finance administration • public relations • property management • events administration • marketing *** The content and type of assessment for this course is subject to the approval of the new syllabus document*

Recommendations OR Factors to Consider:

• Previous business studies are not essential.

BSB10115 CERTIFICATE I in BUSINESS

BSB Business Services Training Package 2015 was developed by the Innovation and Business Industry Council. This training package includes one certificate at Australian Qualifications Framework (AQF) level I – Certificate I in Business (BSB10115). This certificate is being offered *subject to VQF registration requirements being met.* Successful completion of this course will contribute two (2) points to the Queensland Certificate of Education (QCE). RTO No: 30066.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
To achieve the qualification, students must achieve competency in the core unit and in five elective units. **CORE**: BSBWHS201 – Contribute to the health and safety of self and others **ELECTIVES**: (Five to be completed) BSBADM101 – Use business equipment and resources BSBIND201 – Work effectively in a business environment BSBCMM101 – Apply basic communication skills BSBITU101 – Operate a personal computer BSBITU102 – Develop keyboard skills BSBLED101 – Plan skills development BSBSUS201 – Participate in environmentally sustainable work practices BSBWOR202 – Organise and complete daily work activities BSBITU202 – Create and use spreadsheets	Students will engage in a wide variety of practical learning experiences which reflect the contextual nature of the course. Computer operations will be integrated throughout the course and other learning experiences include discussions, simulated business activities, visits to industry, conducting research and guest speakers. 'Hands-on' learning experiences will be provided wherever possible, for example, in the use of business equipment.	Assessment is evidence-based. Evidence-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Students who do not achieve competency when assessed are to be provided with feedback on their assessment, and with opportunities to be reassessed. If a student believes he/she can demonstrate current competency in a particular unit, the student is eligible to apply for recognition of prior learning (RPL).	Students wishing to continue in related vocational education and training (VET) on leaving school will be eligible for recognition towards courses offered in the same industry area by other VET providers. ** *This course is subject to suitably qualified teaching staff and resources being available to comply with VQF standards for registration.*

Recommendations OR Factors to Consider:

- Previous business studies and keyboard skills are not essential.
- Safe working practices are insisted upon and are central to the course.
- Students are encouraged to develop good organisational and time management skills.
- Participation in work placement and school and community based activities are recommended

NATIONALLY RECOGNISED TRAINING

BSB20115 CERTIFICATE II in BUSINESS

BSB Business Services Training Package 2015 was developed by the Innovation and Business Industry Council. Certificate II in Business (BSB20115) is being offered *subject to VQF registration requirements being met.* Successful completion of this course will contribute four (4) points to the Queensland Certificate of Education (QCE). RTO No: 30066.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
To achieve the qualification, students must achieve competence in the core unit of competency and in 11 elective units of competency (electives subject to change) **CORE**: BSBWHS201 – Contribute to the health and safety of self and others **ELECTIVES**: BSBWOR202 - Organise and complete daily work activities BSBCMM201 - Communicate in the workplace BSBWOR203 - Work effectively with others BSBWOR204 - Use business technology BSBINM201 - Process and maintain workplace information TLIP2029A – Prepare and process financial documents BSBITU201 - Produce simple word processed documents BSBITU202 - Create and use spreadsheets BSBSUS201 - Participate in environmentally sustainable work practices BSBITU303 - Design and produce text documents BSBITU302 - Create electronic presentations	Students will engage in a wide variety of practical and theoretical learning experiences which reflect the contextual nature of the course. Students gain 'hands-on' experience through the operation of the virtual business.	Assessment is evidence-based. Evidence-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Assessment will be in the form of • Demonstration and observation of work based tasks • Portfolio evidence • Performance appraisal If a student believes he/she can demonstrate current competency in a particular unit, the student is eligible to apply for recognition of prior learning (RPL).	Students wishing to continue in related vocational education and training (VET) on leaving school will be eligible for recognition towards courses offered in the same industry area by other VET providers. • Sales and marketing • Desktop publishing and printing • Education • Business administration • Retail industry • Tourism industry • Information management • Insurance industry • Banking and finance industry • Human resource management ** *This course is subject to suitably qualified teaching staff and resources being available to comply with VQF standards for registration.*

Recommendations OR Factors to Consider:

NATIONALLY RECOGNISED TRAINING

- Keyboarding skills, while not a prerequisite, are a definite advantage.
- A Sound Achievement in Year 10 English is strongly recommended.
- Students are encouraged to develop good organisational and time management skills.
- Participation in work placement and school and community based activities are recommended

30981QLD CERTIFICATE II IN WORKPLACE PRACTICES

Certificate II in Workplace Practices is designed to give students the knowledge and skills they will need to 'hit the ground running' and to make a positive impression when they first enter employment. This training package includes one certificate at Australian Qualifications Framework (AQF) level II – Certificate II in Workplace Practices. This certificate is being offered *subject to VQF registration requirements being met.* Successful completion of this course will contribute four (4) points to the Queensland Certificate of Education (QCE). RTO No: 30066.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
To achieve the qualification, students must achieve competencies in seven (7) core units of study: BSBCMM201A – Communicate in the workplace BSBIND201A – Work effectively in a business environment BSBWHS201A – Contribute to the health and safety of self and others GENENP201C – Undertake an individual or team enterprise project GENJAS201C – Manage personal employment options GENPCD201C – Manage career planning and further learning GENSWL201C – Participate in structured workplace learning 2	Students will engage in a range of learning experiences. They will access a range of current information regarding career and job preparation from printed and technology mediums. All learning experiences will be strongly linked to workplace experiences and will provide students with the opportunity to self-reflect, set goals and plan for the future. Some activities will require students to work in groups.	Assessment is evidence-based. Evidence-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Students who have not achieved competency when assessed are to be provided with feedback on their assessment, and with opportunities to be reassessed. Assessment will be in the form of • Demonstration and observation of work based tasks • Portfolio evidence • Performance appraisal If a student believes he/she can demonstrate current competency in a particular unit, the student is eligible to apply for recognition of prior learning (RPL).	This course provides a foundation of workplace knowledge and skills that has been deemed necessary by employers and industry. It is generic in nature to accommodate the diverse range of occupations and courses of study students may choose to follow once leaving school. ** *This course is subject to suitably qualified teaching staff and resources being available to comply with VQF standards for registration.*

Recommendations OR Factors to Consider:

There are no pre-requisites to undertake this course of study.

Students will need to undertake 80 hours (two weeks) of Structured Workplace Learning in an industry area of their choice to complete the requirements of this course. Students who already have a part-time job may use this work as evidence towards *GENSWL201C – Participate in structured workplace learning 2* as long as they complete the associated requirements (eg evidence booklet) and their supervisor is able to complete the third party report. **Students are not permitted to use school time to complete paid work to meet this requirement of the course and will not be covered by Education Queensland's insurance policy if they are being paid for their work.** Students who do not have a part-time job or would like to complete work experience in another industry will have the opportunity to do this during the course.

FACULTY AREA: Hospitality and Early Childhood

EARLY CHILDHOOD

Early Childhood Studies focuses on learning about children aged from birth to five years. A significant part of the subject is the importance of play to a child's development. Students explore and devise play-based learning activities responsive to children's needs. Throughout the course of study, students make decisions and solve problems and work individually and with others. It provides opportunities for students to interact with children aged from birth to five years. Students interact with early childhood educators, through excursions and compulsory work experience visits to child care settings, supporting them to develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace.
Early Childhood Studies is a four-semester course of study.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
• Core Topic 1 Fundamentals of Early Childhood Fundamentals of early childhood describe concepts and ideas, and associated knowledge, understanding and skills related to early childhood learning. Fundamentals of early childhood learning underpin the practices in early childhood learning. • Core Topic 2 Practices in Early Childhood learning Practices in early childhood learning describe concepts and ideas, and associated knowledge, understanding and skills and are the actions or processes used in early childhood learning. Practices in early childhood learning interrelate with each other and the fundamentals of early childhood. • Four Electives include: Play and Creativity Being in a Safe place Health and Physical Well Being Indoor and Outdoor Learning Environments Imbedded in the course is: • Core Skills for work • Literacy in Early Childhood Studies	• Videos and work sheets • Research assignments • Excursions • Work experience • Planning / designing and organisation of activities to encourage play based learning in children • Model and practice communication skills • Case studies • Discussions • Role play demonstrations •	• Investigations • Examinations • Extended response to stimulus • Projects • The following dimensions will be assessed: • Dimension 1: Knowing and understanding • Dimension 2: Analysing and applying • Dimension 3: Planning and evaluating.	Provides students with a strong foundation for further studies in early childhood that may articulate into other areas of community services and education. • Early childhood educator • Nursing • Childcare • Out of school hours care • Social work • Community services • Nanny • Kindergarten assistant • Teacher's aide

Recommendations OR Factors to Consider (for Early Childhood):

- **Recommended** a Sound Achievement in year 10 English
- Arrangement of own travel to structured work placement
- Development of effective research and written expression skills

- A genuine interest in young children and their development
- Participation in all learning experiences and Attend excursions
- Application at school for 'blue card' – working with children check

Other considerations: Students are required to pay a levy for consumables per year and attend COMPULSORY work experience in a child care setting once per year.

Additional fees apply to this subject

HOSPITALITY

Hospitality is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the hospitality industry.

Topics of Study/Unit Samples	Types of Learning Experiences	Types of Assessment	Possible Career Paths
- A course of study consists of three core topics - navigating the hospitality industry - working effectively with others - hospitality in practice The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The three electives - kitchen operations - beverage operations - service food and beverage service sector	- Videos and work sheets - Research assignments - Excursions - Planning / designing and organisation of practical cookery tasks - Model and practice communication skills - Case studies - Discussions - Role play demonstrations	- Investigations - Examinations - Extended response to stimulus - Projects The following dimensions will be assessed: - Dimension 1: Knowing and understanding - Dimension 2: Analysing and applying - Dimension 3: Planning and evaluating.	A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, - Catering - Accommodation entertainment Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Recommendations OR factors to consider for Hospitality:
- Recommended a Sound Achievement in year 10 English
- Development of effective research and written expression skills
- A genuine interest in food preparation, customer service
- Participation in all learning experiences, practical and theoretical
- Participation in weekly cooking classes
- All food is provided by the school at a cost to the student of $5 per week

Other considerations: Students are required to pay a levy for all food per semester.

Additional fees apply to this subject

RESOURCES

QCE Learning Account Website

https://cis.qsa.qld.edu.au – link My Stuff. Students log on to their own QCE Learning Account to check details.

Other Internet Sites

Students seeking knowledge of prospective tertiary courses, pathways and careers are strongly encouraged to visit the following websites. Some may require visitors to register.

www.myfuture.edu.au	Research site for careers
https://cis.qsa.qld.edu.au	Career information for students and parents – links to all Australian tertiary institutions and QCE learning account details
www.goingtouni.gov.au	Australian course finder and financial assistance information
www.qtac.edu.au	Queensland Tertiary Admission Centre
www.trainandemploy.qld.gov.au/focus/apprenticeships.html	Department of Employment and Training; information on school-based traineeships and apprenticeships
www.qsa.qld.edu.au	Queensland Studies Authority
www.deewr.gov.au	Department of Education, Employment and Workplace Relations – information for apprentices
www.cqu.edu.au	CQUniversity Australia
www.bond.edu.au	Bond University
www.griffith.edu.au	Griffith University
www.jcu.edu.au	James Cook University
www.qut.edu.au	Queensland University of Technology
www.uq.edu.au	University of Queensland
www.usc.edu.au	University of Sunshine Coast
www.usq.edu.au	University of Southern Queensland
www.anu.edu.au	Australian National University
www.tafe.qld.edu.au	TAFE (Queensland) with information on courses and institutes
http://www.police.qld.gov.au/join/recruitment/	Queensland Police
www.defencejobs.gov.au	Defence Forces
www.agriculturalcollege.qld.edu.au	Australian Agricultural College Corporation
www.graduateopportunities.com	An A-Z of the major employers in Australia, including multinational corporations and government departments
www.autocareers.com.au	Motor Trades Association of Australia
www.neca.asn.au	National Electronic and Communications Association – information on careers across the electrical, electronic and communication technology sectors
www.careersonline.com.au	Australian site with a 'Career Discovery Area' containing information about hundreds of careers – has a free resume wizard